

BARNARD ALUMNAE SUMMER, 1970

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■ *Editor's Notes*

□ *Will Barnard remain an institution of higher learning for women, alone, or will she join with Columbia College to create some sort of coeducational undergraduate college?*

The question is controversial; the answer yet undecided. Probably, no decision will be reached by the two undergraduate institutions until Columbia University's president-elect, William McGill, arrives on Morningside to take over from Andrew Cordier. Meanwhile, the debate goes on. The aim, of course, is to provide the best possible undergraduate education for both men and women on Morningside. So alumnae and alumni will be kept informed, President Peterson and her Columbia College counterpart, Dean Carl Hovde, each have written an article presenting their positions. You will find those articles in this issue, along with Barnard student opinions on both sides of the question. Sandy Salmans, who favors coeducation, graduated in June. Linda Horhota and Ellen Nasper will be seniors in the fall.

We hope that Barnard alumnae will react and respond on this vital question.

□ *Barnard Reports has presented you with a chronology of the events on the campus during the student strike in May. To add some perspective to that chronology, Jami-
enne Studley '72 has written about the strike from her own experience for this issue. We recommend Jamie's article as a reasoned, student point of view of the campus turmoil following the declaration of the three national student demands after the Kent State tragedy. The other viewpoints and documents will we hope, also add to your understanding of this issue.*

□ *It has been too long since Barnard Alumnae concerned itself with the purely academic side of the College. Edward Cobb's account of his teaching approach in Psychology 5 is a way of rectifying that situation.*

□ *Lloyd Delany came to Barnard last fall as an adjunct to teach the Psychology of Racism. He died an untimely death in November, before there was a chance for him to become well known, personally, by his Barnard colleagues and students. But Lloyd Delany was a man who could be known by his extensive work and a lifetime dedicated to human understanding. As a tribute to him, and a lesson for us, we are reprinting in this issue an article he wrote on racism in America for Psychology Today.*

—JACQUELINE ZELNIKER RADIN

BARNARD ALUMNAE

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Credits

On the cover, Alice Kohn Pollitzer '93, Barnard's oldest alumna, arrives at Reunion, where she was honored with the AABC's Distinguished Alumna Award. At right is Mrs. Pollitzer's sister, Lucille Kohn '03. Behind Dr. Kohn is Nora Lourie Percival '36, Director of Alumnae Affairs. To Mrs. Percival's right stands Mrs. Pollitzer's daughter, Mrs. Louis S. Weiss '17. In the foreground is Aline Buchman Auerbach '20. Cover photograph, and all reunion photographs, are by Ted Kell. Pages 22 and 23 by Joseph Gazdak. Pages 34 and 35 by Karen Samuelson Brockmann '57. Page 36, from the Pollitzer family. Sketch of reunion on back cover is by Beatrice Laskowitz Goldberg '50.

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BARNARD ALUMNAE, Summer 1970,
Vol. LIX, No. 4

Published fall, winter, spring and summer,
by Barnard College. Copyright by the Associate
Alumnae of Barnard College, 606 West 120th
Street, New York, N.Y. 10027. Application to
mail at second-class postage rates is pending at
New York, N.Y.

Coeducation:

What's In It For Barnard and Columbia

For Barnard:

*By Martha Peterson
President*

The ongoing discussions about coeducation between Columbia University and Barnard College are important and productive. If properly developed the results should:

- 1) Strengthen the undergraduate education at both Barnard and Columbia
- 2) Improve the quality of life on both campuses
- 3) Eliminate some of the fuzziness and illogicalities in relationships between the two institutions
- 4) Clarify the position of women students and staff in the Columbia community.

The discussions currently under way are in three areas: academic, social and financial. For both practical and philosophical reasons, my recommendations are predicated on the assumption that Barnard will retain its financial and academic integrity in the foreseeable future. It is distressingly obvious to those concerned that, given the present status of higher education, all available resources on campus must be used effectively and imaginatively to a degree never before required. Such utilization of resources is particularly important at both Barnard and Columbia if the quality of undergraduate education they offer is to remain excellent.

The urgent issues from the student point of view are the crosslisting of all courses (at least between Barnard and Columbia Colleges) and coeducational housing. Let me first comment briefly on these areas of concern to students.

One hundred and ninety-seven courses offered in Barnard and Columbia Colleges are crosslisted (and therefore open to both Barnard and Columbia students). Fifty-eight are also crosslisted with General Studies and Columbia College. In addition to these crosslisted courses, Barnard College offers 276 courses which

a Columbia College man may take without charge and Columbia College offers approximately 240 courses which a Barnard woman may take without charge, provided, of course, in each case, the required approvals are obtained. A Barnard woman may also, upon payment of regular tuition (by the College or by the student) enroll in any other course in the University for which she has the necessary prerequisites; students in Columbia University, other than those in the College, pay tuition for the Barnard College courses they elect. Many students and faculty and staff members would prefer the open crosslisting of all courses so that the payment of extra fees and the securing of numerous approvals could be eliminated.

At present, with the exception of the few students who were housed in the Paris Hotel for the Experimental College during the 1969-70 academic year, there is no coeducational housing for Barnard or Columbia undergraduates. Dormitory residents have asked that one unit of the residence halls on each campus be coeducational with separation of men and women by floors or suites. The success of other colleges with coeducational units and the commitment to improve the quality of residence hall living have persuaded many of us on campus that there is distinct value in having coeducational housing available to students along with the other housing options they now have. But up to this time, the available facilities and the terms of contract have discouraged students who might wish to live in a coeducational dormitory.

Barnard women do not wish to give up a single at Hewitt Hall or an apartment unit for a double in a suite at Carmen Hall. Columbia men do not wish to sign a contract for both board and room in order to live at Reid Hall. The most desirable solution would be the joint construction of a unit designed for men, women and perhaps faculty or married student couples. But such a

unit would require time to build, space on which to build and money to finance, so we must continue to search for another solution to provide coeducational housing for those who wish it without imposing such housing on those who do not.

Let me now return to the issue of increased academic exchange between Barnard and Columbia, and its financial implications. It is my belief that all undergraduate courses at Columbia and Barnard should be open to all undergraduates. I think we can work out a financial arrangement that will make this possible without excessive added cost to students, and that such an opening up of academic options will greatly enhance the quality of education. I would place only two restrictions on this open exchange:

- 1) The College in which the student is enrolled shall retain the responsibility of recommending a student for a degree
- 2) The college (or colleges) in which a course originates shall retain responsibility for staffing, prerequisites, grading, class size and other prerogatives of the faculty. No priority in enrollment would be given except to the student who must have a course as a major or graduate requirement.

The recommendations of the Joint Columbia College-Barnard College Committee on Cooperation [see *Barnard Alumnae*, Spring 1970, p. 4] are substantially the same as the recommendations I have made here. I go a step beyond and include all undergraduate work so that all undergraduates at Columbia and Barnard have equal access to all courses in both institutions. I believe this openness is necessary in order to provide the most effective use of present educational opportunities. Recommendations of Barnard students, faculty, staff and alumnae who have examined the relations between the two institutions seem to move in the same direction.

Exit Barnard College

Perhaps the most persuasive reasons for moving in the direction of open enrollment for Columbia and Barnard students are the practical ones. It is happening already to some extent, either by crosslisting with faculty impetus or by student initiative in searching out courses and securing the necessary registration approvals. The academic validity of a curriculum consciously developed should hold more promise than one backed into, as we now seem to be doing.

The most compelling feature of open enrollment as far as I am concerned is that each college can keep its own integrity and its personal relationship with students and that each college will continue to be responsible for its own program. In this way, Columbia University would continue to have in Columbia College a strong undergraduate college admitting men with emphasis on general education, in the School of General Studies a college for the able adult and part-time student, in Barnard a liberal arts college for women where flexibility and individuality for the student in working out her program have high priority. In no one of these colleges would students be segregated in classes or limited in choice of courses. I would envision that each college would have its own mission, would scrutinize changes from the point of view of its heritage and future goals. I would further expect that each college could be flexible enough to recommend for degrees students who, with good advice and counsel, elect courses of study different from the one generally prescribed for the particular college. For instance, a Barnard College student could be recommended for a degree by the Barnard Faculty if her course met Columbia College requirements.

The opening up of undergraduate work will also mean that administrators, deans and faculty members will be able to look beyond their own particular area of responsibility and know what is happening elsewhere in undergraduate education. Deans will of necessity be aware of shifts

in enrollment trends, and will be able to plan effectively. Not only will the academic program be strengthened, inefficiencies will also be eliminated.

These comments so far are addressed to strengthening the quality of undergraduate education and to the elimination of some of what seem to students and faculty unnecessary barriers to reasonable exchange. Now I want to comment briefly on the status of women within the University community, an issue about which there is strong feeling, at least on the part of some students and faculty members.

No one would, I believe, try to make a case that a course in biology for women is different from a course in biology for men. Good biology is good biology. But, as Elga Wasserman, Special Assistant to the President of Yale on Education of Women, points out so elegantly in the Summer issue of the *Educational Record*, many coeducational institutions have planned their programs and taught their courses from the point of view of a man's interests and life patterns with little or no conscious concern for women. The men's colleges which have begun to admit women have learned that they must do more than just admit women to the classroom. Bright women, it seems, ask for recognition in surprising kinds of ways and in so doing enhance the total educational offering. Barnard College's historical concern for the education of able and responsible women has created a situation in which consideration of women's interests and needs occurs naturally and in a way that is intellectually sound. Columbia University as an institution has not always recognized or taken full advantage of what Barnard has added to its strength as a total University. The impetus of the questions raised by current women's movements has made at least some members of the Columbia community aware that the recognition of women's interests and abilities has not always been met as fully as would be expected in a great University. The discussion on

*Is there a prophesy
in the new subway sign?*

coeducation at this time not only provides the opportunity for Columbia to broaden its intellectual viewpoints; the discussions come at a time when such a broadening of viewpoints is essential. The results should be to the advantage of all women in the Columbia community and indirectly to all the men.

The discussions will move forward in the 1970-71 academic year. Perhaps a way will be found to try coeducational housing on a small scale. Certainly more courses will be crosslisted. It is essential that a working agreement on exchange of fees be established. These steps are necessary and if successfully achieved will contribute to the larger goal of improved quality in undergraduate education and life on Morningside Heights.

Turn the page

for articles by

Dean Hovde of

Columbia and

Some Barnard

Students.

For Columbia:

By Carl F. Hovde

Dean of Columbia College

Like a good many other words and phrases, "coeducation" is, in our time, emotionally charged in special and temporary ways. Noun though it be, it suggests action to many who use it—"We must establish it at once, or else!" or "We should resist this threat to our traditional role." Like all words with such connotations, it is hard to define since people see it in different ways. Everyone can probably agree, however, that minimally we are all talking about formal undergraduate instruction offered not to women only, or to men only, but to both together—mixed classes, in short.

I see movement in this direction as desirable, and as inevitable, inevitable because it reflects a profound cultural shift which began in the 1960s. I think our time, beginning roughly a decade ago, is a period of major change in American cultural history; I have no confidence that I shall like all that comes any more than I admire all that I grew up with, but I am sure the country is moving rapidly in directions which 15 years ago we suspected dimly or not at all. I am, of course, talking primarily about the young when I say this, and about a minority at that; but if a minority is large and powerful enough, the fact that it is outnumbered no longer matters. One of the things made clear in recent years is that many young men and women are no longer willing to live apart from another; we all know what has happened in the admissions to Princeton and Yale, to Sarah Lawrence and Vassar.

Some may see this as a passing thing, and feel that these colleges are rushing into coeducation as part of a fashion; but to say this, I think, is to misjudge our cultural circumstances, though it is doubtless true that these changes have not always been well planned. Coeducation has been developing at these schools because it must—that is, because in the long run, students will not live apart from one another, as they often have in the past. I said I find this change good as well as inevitable; in our cultural context, it is natural and healthy that there be daily association between men and women in

their studies, and not a four-year delay or interruption of these associations at a time of life when it is important that they be there.

It is very important that coeducation develop fully at Columbia, for if it does not we shall begin to lose a good many of the most able students who would otherwise come. Many here now have said that they came to Columbia College or to Barnard under the impression that relationships were much closer than they are, and that they were disappointed with this. I think too that this question presses upon us—we do not have comfortable years to work out a solution, for it may already be the case that our recruitment yield is affected because competitive colleges are admitting both men and women. It is a great mistake to think that high school students do not have this much in mind, along with the questions of quality and curriculum where we are fully competitive.

To be sure, students at single-sex schools who argue for coeducation often have misconceptions about what it will do. Some see it as an automatic solution to their social problems, and of course it is not that; social awkwardness does not suddenly become grace when presented with more social opportunity, though the opportunity should indeed be there if one is to gain experience. And the students are right, I think, when they argue that there is no reason for colleges to prevent relationships which the rest of life normally provides. There are, to be sure, arguments to be made for the single-sex college. Tradition has an important weight of its own, and tradition is not contemptible, as some voices would have it. Too, some students and teachers prefer unmixed classrooms as places where education can be carried on without the social role-playing inevitable where both men and women are present. There is a good deal to this; each must answer for himself as to whether the gains are greater than the losses. For me they are; I would rather teach both in the same classroom, for the mix of interests and temperaments is more absorbing.

There is also, and probably most important, the question of education for women as something rather different from education for men, and the measure in

which this is seen as important by those at Barnard. It is certainly true that there are some subjects to which women are drawn more than men are, and the opposite is true as well. But to the degree that some maintain that women's education requires a special style of education, I have been and remain confused. Small classes and close association with faculty are no less beneficial to one sex than to the other, and no one would argue, I assume, that at a fine college there ought to be any difference in the amount and quality of academic work expected of women or of men. The differences in character and temperament are not differences in intelligence, and should not be treated as such.

When one turns from the general problems to Columbia's own situation, it is clear that in trying to move this question we are both better and worse off than say, Vassar and Yale, each of which went its own way in admitting men and women. Our advantages are much greater than our troubles, for we have here two distinguished institutions with valuable traditions of their own, both intellectual and atmospheric. Also, between Barnard College and Columbia College there has been increasing cooperation—"coeducation" if you will—going back years before other colleges began to do something about their own circumstances. For quite a long time we have had in mounting measure what other colleges have been moving to only recently: a good many of our upper-college courses have both Barnard and Columbia College students.

But we have a long way to go still, particularly in the freshman and sophomore years, where there has been very little exchange indeed, and where our circumstances have a particularly large effect on the high school students who apply for admission, and who accept—or do not accept—the places which we offer them. It is much harder to create this cooperation in the lower-college courses than in the last two years, because questions of educational principle are involved in a particularly complicated way. Barnard has traditionally given its students much freedom in choosing from the curriculum in even the first year; Columbia College, on the other hand, has traditionally required its students to take

a number of particular courses, most notable those called "Introduction to Contemporary Civilization" and "Humanities." Both are general education courses which require much reading according to a set syllabus, and they meet for class discussion more often than most courses do. In the many discussions held between Barnard and Columbia College this past year, the thorniest problem has been to work towards an accommodation of these differences in the first two years. The Columbia general education courses are looked on by some at Barnard as too rapid and wide-ranging; Columbia College, on the other hand, feels powerfully that it should continue to insist on a wide exposure to Western intellectual traditions, arguing that students will be better oriented when they later go into particular fields in depth. I am optimistic that these differences will be worked out between the two Colleges.

It is clear that as all this is done, there will have to be the closest cooperation between departments, and between those charged with the supervision of academic requirements—the committees on instruction, faculty advisors, and—probably—we shall have to develop new mechanisms. Who, for example, will advise the student proposing a curriculum which fills the requirements of neither college?

In discussions about coeducation, students often think that full cross-registration between the two colleges is the immediate answer to the problems, and that difficulties which stand in the way are bureaucratic obfuscation. It is not, of course, as simple as this. Even if agreement were fully worked out in curricular matters, there are other important problems for the respective faculties and administrations. Most of these things are involved in Barnard College's independence. It is not surprising that Barnard wishes to retain its corporate and practical independence as it enters into closer relationships with Columbia College and the University of which it is a part. Anything else would be very surprising indeed. Barnard can in a number of areas make decisions and act on them more expeditiously than a University division can do, and of course there is the great matter of autonomy

itself—one can not only carry out the decisions which are made, but have the feeling that the right decisions are made in the first place, since others are not involved.

But there are difficulties in this, of course. On the one hand, it is true to say that Barnard and the University will mutually benefit by closer integration—classes will be mixed, more varied instructional opportunities will be open to both students and faculty, and in a time of increasing financial stress, there should be substantial savings through the elimination of unnecessary duplication—I stress "unnecessary" here, since both schools will be cautious about class size, style of instruction, and so on. On the other hand, one cannot have cooperation as close as we envisage without some resignation of autonomy on both sides, for that is a corollary of the relationship towards which we are moving.

A particularly important matter is that having to do with the appointment and promotion of faculty, for if there is anything but the fullest respect among those who give instruction, no fruitful cooperation of any kind is possible. We will have to find means whereby mutual consultation is carried on and agreement made binding; a few departments have already come to operate this way, and when all do there will be no grounds for

nervousness that Professor X may be a major scholar but either can't teach well or won't, or that Professor Y spends all his time with his students because he is not competent to think creatively about his own discipline. It is essential that this problem be solved, and it will take carefully agreed-upon procedures to do this.

The benefits to Barnard and Columbia Colleges are great if we are able to take advantage of our opportunities. A thorough integration of our instruction, achieving greater educational flexibility with the maintenance of the highest standards—this will insure on our campus the presence of the finest possible student body. Whatever else we do, this must be the major aim, along with our ability to provide the students with the finest possible faculty. We do very well in both right now, but given the present and prospective problems in private education, we will have to be both reasonable and imaginative if we are to maintain our best, and improve what we should. We can do all this, and if it is more complicated than some see at first glance, it is nonetheless a prize worthy of the work.

Carl Hovde, himself an alumnus of Columbia, is a professor of English. He became dean in 1968.



Some Students On Coeducation

Pro:

Sandra Strauss Salmans '70

When, as a senior at a Midwestern high school that seemed to have defined its college counseling program by the Mississippi and Ohio rivers, I applied to Barnard in 1965, it was with the misconception that Broadway was not an almost insurmountable barrier to classes at Columbia. Four years of being a Barnard girl, and the choice of a major—English—in one of the college's most restrictive departments, proved otherwise.

Now, with Cliffies attending Harvard's commencement exercises this year for the first time, Yale and Princeton admitting women, and even the prep schools conceding to co-education out of financial necessity, Barnard is seriously reconsidering its policy on sexual segregation. In my opinion, and what I take to be the consensus of the students here, changes are long overdue. Complete cross-listing of courses, which would probably quadruple the number of offerings in the Barnard catalog and make co-ed classes immediately accessible to people on both sides of the street, must be instituted.

The advantages to Barnard of co-education through cross-listing are manifold. Co-ed classes would tend to eliminate the competitive and extremely grade-conscious atmosphere that prevails in many Barnard courses. Class participation and discussion would become more common; the kind of rote memorization and note-taking at which Barnard girls seem to excel would be diminished.

Whether the quality of actual instruction would improve is debatable; I tend to believe it would. My own perspective on Columbia courses is undeniably unbalanced, as the few courses which I have managed to take there were generally the more popular ones; they were not required courses, or freshmen surveys, both of which have enormous potential for being really bad. Furthermore, it is my impression that the student/teacher ratio at Barnard is superior to Columbia's.

However, my personal experience has indicated that the ratio is immaterial,

that Columbia professors are as ready to spend time with students as Barnard professors are. And I see no advantage to a class of only 20 at Barnard, over a class of 100 or 200 at Columbia, if classroom discussion is either neglected by the instructor or actively discouraged. On the contrary, I have found that my larger Columbia classes generally had more student participation than my smaller, supposedly more intimate, Barnard courses.

As for the academic standards at the two schools, I cannot say whether Barnard or Columbia is more difficult. Barnard is more of a grind but, despite the reputation which I am aware it has on the other side of Broadway, its catalogue has no more gut courses than does Columbia's. I have taken guts at both schools; I have also taken very difficult, demanding courses at both schools.

The calibre of the instructor is another matter on which it is impossible to speak decisively. I do feel, however, that there are some very good reasons to expect Columbia's teaching staff to be superior to Barnard's. Salaries are substantially higher; the presence of a graduate division makes Columbia more attractive to professors who do not care to teach at all-girl schools. (While the university's median faculty salary is higher than Barnard's, no figures are available by which to compare the salaries of those who teach in Columbia College with Barnard faculty salaries. The university figure is high in part because of the salaries paid in the professional schools.—Ed.)

Certainly, the social aspect of life at Barnard and Columbia would be improved with co-education. Everyone I've spoken to about this change in policy seems to believe things would become more "natural". Unless Barnard is educating its women to become the suburban housewives and schoolteachers of tomorrow, it is neither realistic nor practical to isolate its students from the men with whom they will hopefully be competing upon graduation. Students at both schools would no longer be forced to the artificial means of meeting members of the opposite sex: mixers. The classroom would provide a natural environment for getting dates and just for making friends.

Some of the feminists at Barnard claim that co-ed classes would tend to inhibit girls in participating in discussions. This may be true; however, discussion in all-girl classes is so infrequent that it is impossible to tell whether the presence of males would stifle or stimulate. The feminists also charge that many Columbia professors—and Columbia students as well—dislike the presence of women in their courses, tending to view them as unnecessary and undesirable accessories. Again, this may be true, but the solution is in confronting those professors, not in running from them.

I have spoken to no one at Barnard—and that includes members of Barnard Women's Lib—who objects to cross-listing. The idea of a total merger, on the other hand, generally evokes a reaction of indifference occasionally mixed with strong opposition.

As a freshman, four years ago, I was told that Barnard would remain separate and independent in order to preserve its precious identity—a sacred heritage, I suppose, of a three-year physical education requirement, and the only recently abolished Greek games. Now, both the feminists and the financial crisis at Columbia are providing better arguments against a merger; nonetheless, they are still inadequate.

The feminists charge that Columbia discriminates against women instructors and professors, and that a merger between Barnard and Columbia administrations and faculties would simply expand the area in which Columbia could exercise its male chauvinism. I am certain that this charge is valid; that it is, in fact, the most persuasive reason women's lib has offered against a merger. However, it is my own strong feeling that a school is run for its students, not for its faculty. In time, the discrimination will decrease—if not disappear—and perhaps co-education will be one of the factors contributing to its decline. Perhaps, as a woman who has never intended to have a career in the academic world, I am being quite unsympathetic with my more learned sisters; however, I am also a woman who feels that she has been cheated out of the education she might have had.

Columbia's financial problems are

Con:

Lynda Horbota '71 and Ellen Nasper '71

another reason why Barnard might hesitate about a merger. Barnard, at least, is solvent; Columbia's deficit is enormous, and growing steadily larger. However, Barnard has achieved her solvency at the cost, in part, of her academic standards, and also at the cost of Columbia, which has had to subsidize the many girls who take courses across the street, against the relatively few boys who travel in the other direction. If Columbia goes under, eventually, I see little reason for Barnard's continued existence. If the institution of complete cross-listing will mean that Barnard must pay when its students take Columbia courses, Barnard will probably join Columbia in the red.

The arguments which are offered against co-education have little validity against the greater need; the arguments against a merger have greater persuasiveness, but are also inadequate. Most girls at Barnard, I have found, are indifferent to the details of a merger, interested basically in achieving co-education through complete cross-listing in all departments of both schools. Whether this can be achieved without a financial and administrative merger is in doubt, but co-education must be won here, regardless. In sex, as in race, there is no such thing as separate but equal.



If this were the best of all possible worlds, we would be in favor of coeducation. There seems to be something unnatural, and obviously wrong, with segregating women and men in order to educate them. Furthermore, separate education by its very nature must tend to reinforce the stereotypic notions of an inherent difference in the intellectual capacities of women and men (there is of course no question about who has the lower capacity), as well as other misunderstandings of each sex toward the other. All things being equal, coeducation would obviously be best for all.

But things are not equal. Women today still face prejudice, subtle and overt, in all areas of life. Women are expected to be less aggressive, less "smart," less outspoken than their male peers. A woman must prove her worth by "making it in a man's world." Coeducation as it commonly exists today is essentially that—women making it in a man's world. We want no part of such a world, where women are admitted, often grudgingly, and always considered second-best. We want to create a new world, one that is the special province of neither sex. This goal will not be achieved in today's men's colleges, such as Columbia, or in coeducational institutions, which are dominated by men. It can only be achieved in a women's school that dedicates itself to such a task.

There is now much talk and controversy on Morningside Heights over the issue of coeducation. The proposals so far advanced for increased cooperation between Barnard and Columbia College, such as the proposals that students of either school be permitted to follow the other's requirements, though giving Columbia more or less control over Barnard's curriculum, have fallen short of complete merger. But merger has certainly been suggested, at least unofficially, and the political possibility of merger comes closer continually. We who oppose merger, therefore, must begin to articulate our position and propose educational alternatives, especially ones of benefit to women.

Those who are in favor of coeducation between Barnard and Columbia point out certain undoubted advantages that Barnard women would gain through merger with

Columbia. Columbia is a larger school, with a larger faculty, a broader curriculum, and greater library and laboratory facilities. We agree that Barnard women should indeed have full access to such facilities through cross-listing. But there are also great disadvantages for Barnard women to merge with Columbia. Columbia College has a student body of 2700 men, Barnard of 1900 women, which puts women at a numerical disadvantage if the colleges were simply combined. And, in light of struggles at Princeton and Yale to admit more women, it is unlikely that Columbia would move quickly in equalizing this numerical discrepancy. The College is also part of a huge university and its position in the university with regard to such matters as funds, faculty, and status is completely overshadowed by the Graduate Faculties. Furthermore, there can be no doubt after the March 11 University Senate hearings on the position of women in the university, where woman after woman testified to blatant and subtle discrimination in the graduate school, that Grad Facs has a definite anti-woman bias. What evidence do we have that women admitted to the College would fare any better?

But, it is a bit unrealistic of us to expect anything different of Columbia, a bastion of male chauvinism and male elitism since its inception. Even today there are professors at Columbia who refuse women permission to take their courses. And there are of course numerous stories which reflect some Columbia men's attitudes toward women. Just last semester, a professor told the women who took a crosslisted course with him that he was glad to have them there—for decoration. Is this true concern for women's intellectual needs? Further evidence of Columbia's prejudiced attitude toward women can be seen in its discriminatory faculty hiring practices—approximately 9 per cent of the Columbia College faculty is female. Most of these women are concentrated in the lower faculty ranks; only one full professor is a woman. Barnard, on the other hand, has a faculty of about 50 per cent women, the highest percentage of all the seven sister schools. (Figures from Columbia Women's Liberation faculty hiring

report, December 1969. See *Barnard Alumnae*, Spring 1970 p. 13.) In light of such attitudes, it seems unlikely that Columbia men, students, faculty and administration, will soon become responsive and sensitive to the educational needs and experiences of women.

If Columbia is not truly concerned with the education of women, why is it pushing for merger with Barnard, or if that should fail, for some other plan of coeducation? The answer is simple. Columbia is looking to coeducation for a way out of its present financial difficulties. Furthermore, in order to compete for top (male) students with other Ivy League schools that are now coeducational, the argument goes, Columbia must also be able to offer the attraction of women in its classrooms. It is clear that Columbia is not embarking on the path of coeducation out of concern for Barnard or for women, but only to enhance its own financial position and status.

Obviously, Barnard women will not find the best women's education as "coeds" in the man's world of Columbia. What, then, is the form women's education should take, and what should be the role of women's colleges in the 70's?

"Barnard College was among the pioneers in the crusade waged so ardently in the late nineteenth century, to make higher education available to young women . . ." Thus reads the first sentence of the introduction to the Barnard Catalogue 1969-70. The introduction goes on to detail the history of the college, a history not without struggle and difficulties—the idea of higher education for women at first ". . . failed to attract serious attention . . ." (in Barnard's case, that of the Columbia trustees.) (Barnard Catalogue, p. 23.) We must all be proud and grateful to the women, and men, who fought for the establishment of institutions like Barnard.

But, after women's colleges had been set up, nothing essentially new happened within them. One might have expected that the entrance of women into higher education would have sparked a re-evaluation of what that education meant. After all, during the many centuries when women had been shut out from colleges and universities, the male viewpoint alone had prevailed in

education. But the women's colleges established during the 19th century not only accepted the curricula and attitudes of men's colleges, but also aspired to them. We have yet to see truly feminine outlooks and analyses in most fields, even from women's schools. Our education is essentially one-sided.

We believe that it is up to women's colleges to fill in these gaps in our education and knowledge. Women's studies must become an integral part of the curriculum of every women's school. We need desperately to know about women in history, women in economics, women in sociology. Not only do we have to learn the facts about women that are so often ignored (women, after all, are not very important), but we must also begin to look at all knowledge through women's eyes. Such fields as anthropology, psychology and religion need to be examined by people without a distorting male bias. Even traditionally "women's fields" like literature and art do not fully reflect the fact that women are half of humanity. Barnard is offering three courses on women (one on women in history, two on women in literature) this coming semester that could become the basis for an extensive and innovative women's studies program. We call on faculty, administration and students to initiate many more courses in this new and vital area, which is of such great importance to all women.

Women's studies alone would be sufficient reason for the continuance of women's colleges. But there are other reasons as well. Schools like Barnard will continue to make jobs available to women intellectuals and teachers that are not available to them at male-dominated institutions. With such women as role-models, women students would begin to aspire in much greater numbers than ever before to meaningful and important careers after graduation. The school would encourage such ambitions in its women students and aid them in finding suitable jobs. At such a women's institution, the education of women would be taken seriously, as it is all too often not taken seriously at non-women's schools. Women faculty and students would learn to respect one another, and in the process forget stereotyped notions,

held even by many women, that a woman's intellect is inferior. Indeed, such a school would be of great value in undoing the damage suffered by many women through early sex-role training.

There is no reason why Barnard could not become such a school. It is much more likely to happen here, where there are many more women, where the school and the bureaucracy are smaller, than at Columbia. Furthermore, once such a program had been set up, there is no reason why it should be closed to men. We do not want to create a female point of view to rival the predominate male one, but to integrate the two to reflect completely *human* experience. Men would profit from the education we envisage as it would be closer to truly human education.

We believe that such changes, if implemented here, would carry on the Barnard tradition in its highest sense, that is, of developing the self-respect and intellects of female students. Barnard was a pioneer once before on behalf of women; it can once again be in the forefront of this new struggle.



Strike!

Some perspectives
on May, 1970

A Call to Action By Jamienne Studley '72

"The strike," we repeated over and over, sometimes as if to convince ourselves, "is not a strike against. It is a strike for!" The strike at its best, in those glorious moments when we realized our fellowship with thousands of other Americans crying out for peace and justice, was a call to action, a positive attempt to establish a new national direction. At Barnard, the action was occasionally directed against our own College, sometimes because we saw it as a perpetrator of injustices visible in the larger society, and at other times because the faculty could not, in conscience, commit Barnard as an institution to any 'political' position. But more often, and more optimistically for Barnard, the many voices of concern came together here to find, if not unanimity, then acceptable solutions and statements reflecting a very general sentiment against the war and for a changed America.

Throughout the strike, it was Barnard's role and responsibility which stimulated the greatest disagreement: Was it imperative or desirable for the College to take a stand as a whole, as many strikers claimed, or would it be preferable, and equally effective, for individuals to express their opinions separately, as the faculty implicitly contended? This was more than a question of rhetoric: to many students, the answer would determine Barnard's morality; its willingness to forego neutrality would show that the institution had the conscience for which students had long called. Further, the strikers asked to what extent Barnard was an accomplice in the wide-spread conspiracy against blacks and minorities, women, dissenters and nations like Cambodia and Viet Nam. These questions have not been answered. Perhaps they cannot be. But awareness of their existence has awakened the entire campus to the need for change. Barnard's strike experience showed us, if nothing else, how much there is to be done if the College and the country are to be as we believe they should be. At Barnard, as across the nation, that work has begun; we can only hope that, in the terms of the national strike platform, the work will continue until militarism, racism and repression have been defeated.

Barnard's first official response to the

crisis of American intervention in Cambodia and the resultant student protest, was a meeting held Monday morning, May 4, in President Martha Peterson's office. This meeting followed a weekend of discussion throughout the university, which had been highlighted by the formation of the broad-based, moderate, short-lived, University Coalition. Among those present at the meeting in the president's office were Miss Peterson, her assistant Jane Moorman, Dean of the Faculty Henry Boorse, Dean of Studies Helen P. Bailey, Dean-Elect of the Faculty Leroy Breunig, Professor of Political Science Demetrios Caraley, Undergraduate Association President Patricia McGrath '71, and I. We compiled a list of proposals: we would sponsor a letter-writing drive, with letters to Congressmen to be hand-delivered in Washington, and an afternoon convocation. The Faculty Executive Committee would establish grading suggestions which would permit students to participate in political activity. But we were unfortunately unaware of the extent of feeling on campus which favored a total strike at Barnard, following the examples of schools like Princeton, where students and faculty had voted to strike. The three National Student Demands, drawn at New Haven over the weekend, were gaining support at Barnard. The National Student Demands, the basis of strikes across the nation, demand that:

- 1) The U. S. Government end its systematic repression of political dissidents and release Bobby Seale and other members of the Black Panther Party.
- 2) The U.S. Government cease its expansion of the Viet Nam War into Laos and Cambodia; that it unilaterally and immediately withdraw all forces from South East Asia, and
- 3) Universities end their complicity with the U.S. war machine by an immediate end to defense research, ROTC, counterinsurgency research, and all other such programs.

While the first meeting had closed on a note of self-satisfaction, an afternoon mass meeting, at which the Barnard

Jamienne Studley '72 is recording secretary of the Undergraduate Association, one of the organizations which participated in the Barnard Strike Coalition. She is also executive editor of the Course Evaluation Guide, vice-president of the Ted Kremer Service Society, and the recipient of a Barnard grant for a government internship this summer. She is majoring in American Studies.

Strike Coalition was formed, ended on a note of challenge. The attendance of about 200 students, and their approval of the national demands, were the first indications that the moderate course taken by the administration and Faculty Executive Committee (on grading) would not be satisfactory to a large number of students. At the all-college convocation, Miss Peterson expressed her own sentiments condemning the extension of the war, and her opinion that students desiring to protest would have to accept the usual academic responsibilities if their positions were to have any meaning. She did not think that alterations in the academic system should be a means to make dissent painless or to free students from the task of making decisions. Students, many of whom saw this as a "business as usual" stance, objected, and passed the three demands (with the level of support varying for each of the three points). A strike, against Nixon and not Barnard, was called.

At this juncture, while individual faculty members had made their views known, there had been no action by the entire faculty supporting either the substantive political issues of the strike or the validity of political activity as an alternative to classroom instruction. Some of us felt it vital that the faculty be aware of the general desire for some indication of support on their part. We felt that this was the only action which could maintain the strike as an out-directed one stressing Barnard's solidarity. Thus, we asked if we could address the faculty meeting. Loren Greene '71, a member of the Strike Coalition, Pat McGrath, and I were invited to speak. We emphasized the need for academic arrangements which would show faculty approval for students' constructive political activity and the importance of their decision as proof of the tri-partite leadership of the College.

Our plea resulted in a special session of the Executive Committee that evening at which five students—June Mee '71 and Lynda Horhota '71 of the Strike Coalition, Ann Appelbaum '70, student trustee representative, Pat McGrath and I—were to have policy-making and voting rights in formulating grade proposals, subject to faculty approval. At the three-

and-a-half hour meeting, we drew up alterations in the grading system (including unlimited Pass-Fails outside the major, liberalization of requirements for finals, and postponements of work until September with no penalty). This concern with grades arose from what most of us judged was an especially grade-conscious student body. We believed many students would be unwilling or unable to participate in political or strike activities unless their academic pressures were somehow eased. The increasing student interest as grading options were increased seemed to prove this assumption.

Satisfied that the faculty had fulfilled its responsibility by recognizing the educational value of our efforts for peace

and social change, I left the next day for Washington as part of the Barnard delegation bearing letters written by students to their Senators, and a petition signed by many faculty members. Professor John Elliff of the Political Science Department and Christine Royer of the English Department, and Diane Kassover '73 and I were heartened by the reception we received at the many offices we visited. There was a genuine interest in our mission, approval of the constructive measure of communicating with elected officials, and an optimistic feeling that Congress could redirect national priorities, if enough citizens made their views known. The responsiveness of the electoral and legislative processes was one of the

Grading Options

Recommendations, as amended, from the Faculty-Student Committee, Adapted by the Faculty of Barnard College, May 5, 1970

PREAMBLE: In order to enable the members of the Barnard community to express their concern regarding the current national crisis, we advocate the following procedures.

In each of the academic courses, faculty, in consultation with students, will decide how the term's work shall be completed.

Several options for grades are available to students and faculty:

1. A letter grade may be given if an instructor feels that sufficient work has been done to warrant the award of an appropriate grade.
2. The grade of Pass may be given on request if the instructor determines that a student has completed satisfactorily a sufficient amount of work to justify a passing grade. (This option does not apply to courses offered to satisfy the major requirements.) This option shall be given over and above the four pass-fail grades ordinarily available. [Amended 8 May to include major requirements.]
3. The mark of INC and/or ABS may be awarded if in the judgment of the instructor the work is either insufficient or unsatisfactory. For students who receive the mark INC or ABS, course and examination requirements must be satisfied by the end of the makeup week in September.
4. Any senior with an incomplete record will be permitted to participate in all Commencement exercises, but will not receive her diploma until she has fulfilled her outstanding requirements as stated above.

The instructor may offer to the entire class the scheduled final examination, a paper, or a take-home examination, or any combination of these alternatives.

The faculty will meet with classes in order to consult concerning the options and the procedures to be followed during the remainder of the term.

These actions are taken with hope that members of the Barnard community will have the opportunity to participate in whatever activities are compatible with the dictates of their conscience.

Barnard shall cooperate with the Columbia Moratorium for the next two days.

premises upon which the efforts of students across the nation was based. In Washington, our feeling that this responsiveness existed strengthened our belief in the constructive potential of the strike.

We returned to Barnard to find that the grading proposals, and a two-day moratorium on classes (Tuesday and Wednesday) had not satisfied the strikers, many of whom still wanted an all-College statement on war and repression. Turbulent mass meetings held Tuesday centered on the difficult task of resolving student calls for an institutional statement, and faculty reasoning that even a majority of the members do not have the right to commit an academic institution to a political stand. The Strike Coalition in the following days concentrated on organizing programs for many students who wanted to work for peace candidates, carry petitions supporting the Hatfield-McGovern amendment, talk to workers and canvass the neighborhood, and research national and local issues. They also continued to cooperate with the faculty, especially the Faculty Action Group, an organization which supported the strike and the need for an all-college statement. Efforts to have the grading options operate in the most liberal way, allowing students the greatest degree of choice, were carried on in conjunction with the Faculty Executive Committee.

Most of us had already decided on our personal priorities and were working at whatever we thought most important. For some of us that meant academics, possibly deciding that completing the year's work immediately would free us for politics afterward. For others, it meant working full-time for peace candidates (Barnard girls in large numbers joined the primary campaigns of Congressional candidates Peter Eikenberry and Bella Abzug in New York City) or working with the highly effective Action for Peace group at Columbia. For others, it meant planning for summer programs which could be carried on at home, after we had left Barnard for the vacation. But for all of us, it meant constructive action, serious and dedicated efforts to affect policy and the fate of the nation.

What did the strike mean for Barnard?

The strike, which had done so much to awaken the entire College to the pressures of war and injustice which impinge upon our academic endeavors, is not over at Barnard. The feeling that students have the impact to jolt and affect the "system" will not be forgotten; the realization that we can direct Barnard to make what we consider the most responsive and moral choices is a heady one. The combination of responsibility and passion which characterized the strike is a potent one, and students are aware they can be a force for national redirection. Fortunately, at Barnard the strike was a unifying force, one which fostered few divisions and angers. The many coalitions which formed can be counted on for future constructive activities. The strike at Barnard means that, in the words of the strikers, the College must be "opened up," must reflect a new awareness of conditions of injustice, repression, racism and militarism, must do its part to alter society. The student response to the violence in Cambodia, New Haven, Kent State and Jackson may not have reversed our national policies yet, but our challenge has been made and is reverberating throughout America.

Why We Strike

A pamphlet, *Why We Strike*, was published this spring by the Barnard Strike Coalition to help explain the action to members of the Barnard community. The booklet contains position papers from organizations working in the coalition, from some independent members of the coalition and from the faculty.

Some copies of *Why We Strike* were distributed to interested alumnae at Reunion. A limited number of additional copies are available from the Barnard Action Coalition, McIntosh Center, Barnard College, New York 10027. Twenty-five cents should be sent to cover the cost of handling.

As editor of the magazine, I urge alumnae to obtain the pamphlet. Had space permitted, I would have reprinted its contents in *Barnard Alumnae*. The position papers offer insight into the students' motivations and should be widely read.—JZR.

Senior Statement

Today those members of the Barnard College community who are wearing armbands are making a gesture to us. This gesture, though symbolic, is very serious. We see it as signifying our belief that we have a responsibility to act against injustice. In concern for this same end, students all over the country have gone on strike over three basic issues. Many commencements have been cancelled. We at Barnard College who are wearing armbands support these issues, but have decided to participate in commencement, making it a protest in and of itself.

These three national demands, first stated by a national student strike coalition in New Haven on May 1, 1970, are as follows:

1. that the U.S. Government cease its expansion of the Viet Nam war into Laos and Cambodia; that it unilaterally and immediately withdraw all forces from Southeast Asia.
2. that the U.S. Government end its systematic repression of political dissidents and release all political prisoners, such as Bobby Seale and other members of the Black Panther Party.
3. that universities end their complicity with the U.S. war machine by an immediate end to defense research and other such programs.

Let us explain why we support these demands.

We are outraged that thousands of Asians and Americans are dying in the war in Southeast Asia. By unconstitutional executive action, the U.S. Government has persisted in interfering in the civil affairs of a sovereign nation. In the guise of maintaining a democracy in South Viet Nam, a repressive dictatorship has been perpetuated. In the 1967 national election, "leftists" and "neutralists" were barred from voting, while anyone linked with the Communists was excluded as a candidate. Truong Dinh Dzu, a peace candidate who was runner-up to President Thieu in the election, and others who supported a coalition government, are now in jail.

These actions abroad are not isolated from conditions at home. The U.S. Government is prosecuting dissidents on charges of questionable constitutionality

for *political* beliefs rather than for criminal actions. The trial of the Chicago Eight is the most well-publicized example of these violations of individual civil rights. Yet, it is the Black Panthers, who, because of expressed dissent—and a called for black jobs, housing, education, freedom, peace, and justice—have most often been the victims of vague conspiracy charges, excessive bail, violent police raids, ransacked offices, and other harassment by the U.S. Government. Because U.S. Attorney General John Mitchell labelled the Panthers “a threat to the national security,” they were judged guilty before any trials began. It is this atmosphere which has led many, Yale President Kingman Brewster among them, to doubt that the Panthers can receive a fair trial anywhere in this country. U.S. Attorney in San Francisco, Cecil Poole, said in January referring to the Justice Department, “What ever they say they’re doing, they’re out to get the Panthers.” Meanwhile, in New Haven, Panther leader Bobby Seale may ultimately face execution on the charge of acting as accomplice to murder, while evidence against him remains dubious and, in New York, a dozen members of the Panther Party have been in jail for over a year awaiting a trial on an all-encompassing conspiracy charge aimed at the Panther Party rather than at specific criminal acts. Against what political beliefs might conspiracy charges be levelled next? Similarly, we see repression in the military sphere. We have seen numerous resisters jailed for refusing to comply with the draft. We have seen GI coffee-houses closed and members sentenced to 6 years in jail. In the Presidio stockade in San Francisco, 27 GI’s who sat down to sing “We Shall Overcome” to protest the murder of a fellow GI, shot in the back by a prison guard, were charged with mutiny and received an average sentence of 15 years at hard labor, later reduced to 2 years. Not only are dissenters being brought to trial and given outrageous jail terms on vague or illegitimate charges, but citizens have already been shot in Orangeburg, South Carolina; at Kent State University; in Jackson, Mississippi; in Augusta, Georgia. In Chicago, Black Panther leader Fred Hampton was murdered in



A panel to discuss the May strike was put together as a last minute addition to the Reunion Program. After their presentation the panelists, above, talked individually to some members of the audience.

his bed by police. Although black survivors of this police raid were then charged with initiating a gun battle, evidence later showed that 82 out of 83 bullets fired were from police guns, and six months after the raid, charges against the survivors were dropped. In the face of such mounting evidence of political repression, we ask why a free country feels the need to eliminate dissent?

Institutions have too long acquiesced in these policies. Specifically, war research has flourished on university campuses in the name of value-free inquiry. Although Barnard is not involved in war-related research, we affirm that Barnard College and all other academic communities must not contribute to these fundamentally destructive activities.

Reunion And The Strike by Yvonne Groseil '58

“After what happened at Kent State . . .”, “This is America — love it or leave it,” “In response to the Cambodian invasion,” “How can a Barnard girl talk like that?” “The Black Panthers can’t get a fair trial,” “Must work to get peace candidates elected,” “I hope this ends soon. It’s hot in here.”

It *was* hot in the gym, airless as ever. Barnard’s gym, folding chairs set up, the place where we had restlessly sat through the required assemblies. It was the same

gym, so familiar in its discomforts and bad acoustics, but the words I heard were not what I would have considered “typically Barnard,” neither the statements from the panelists on the stage nor the mumbled comments from my fellow alumnae in the audience.

The panel on events at Barnard during May, 1970, was a last-minute change in the reunion program, an addition that caused a few alumnae to change their minds and decide to attend reunion. It was a good program, much too brief and hurried, but important to us.

There were three students on the panel to explain the responses of Barnard students to President Nixon’s Cambodian decision. The reaction of the alumnae was mixed: I heard some hostile remarks in my immediate neighborhood, but the students received warm applause when they finished their statements.

The one, passing reference to the Women’s Liberation movement drew only amused giggles from the audience. There were a few shocked gasps when a student mentioned the demand that Bobby Seale and all other political prisoners be freed.

There was very little time for questions, but about 20 alumnae stayed after the meeting to talk further with the students. Then, and later in the evening, I discovered a current of genuine interest in the students’ ideas. Several alumnae

Resolution of the Barnard College Faculty May 6, 1970

Whereas we, a majority of those attending a Barnard Faculty meeting on May 6, 1970, note with shock and dismay the tragic consequences on higher education, including the deaths of four college students, caused by the President's decision to widen and reescalate the Southeast Asian war by invading Cambodia and resuming the heavy bombing of North Vietnam, and

Whereas we, and other college and university faculties, have been fighting a difficult struggle to preserve the social fabric of college and university communities and to persuade our students of the efficacy of non-violent change and of the responsiveness of our political institutions to the will of majorities,

Now be it resolved that we deplore and condemn the heavy blow that the President's decision has struck against these efforts, particularly by his justifying rhetoric denying that the dispatch of troops across the border of a neutral nation constituted an invasion and by his acting unilaterally without consultation with or approval of Congress, to which the Constitution assigns the war-declaring power.

We have already expressed support for the moratorium on normal classroom activity for May 5 and 6 to express our shock and grief. We also recognize, however, the right of students who wish to attend classes again and pursue other scheduled academic activities and the obligations of the Faculty to provide instruction to any students wishing to receive it. We believe that the College's resumption of classes within the grading options authorized by the Faculty on May 5 permits any student to engage in peaceful and constructive protest and demonstration against the expansion of the Southeast Asian war, particularly activity such as that aimed at persuading the Congress to approve the Hatfield-McGovern Amendment to halt the funding of combat operations in Vietnam, Laos, and Cambodia and to repeal the Gulf of Tonkin Resolution that authorized American intervention in Southeast Asia.

said that they regretted that there were not a few undergraduates available to meet with us in small, informal groups.

Even Women's Liberation did not come off as badly in private conversations as it had during the meeting. Most Barnard women have experienced some degree of conflict about the position of educated women in this society. Many alumnae are active in organizations that are working for more day-care centers, equal wages, and other goals that are also sought by the members of Women's Liberation. Perhaps the giggles in the gym were caused by the *public* mention of Women's Liberation — women still have difficulty in taking themselves seriously.

I can't explain so easily the gasps over the Panthers. All I can charitably say is that there were only a few of them. Perhaps some of us experience difficulty in taking reality seriously.

After the meeting, I offered to help distribute copies of the student strike statement. That was an interesting experience. Most of the alumnae were glad to get a copy of the statement,

wanting to take home and read it over carefully. Only two women refused to take it, expressing their disgust with all the horrible things the young people do nowadays.

On three or four occasions, I was drawn into discussions with older alumnae about the ideas and problems of today's students. To the Class of 1920, the Class of 1958 may seem to be part of the "younger generation", but it was hard trying to explain what I (as an over-thirty) know about young people. Still, it was good to discuss, among ourselves, the things about the undergraduates that interest or baffle us, that we approve or question about their aims and actions.

The main thing was that most of the alumnae wanted to talk about these things, and that they wanted to talk about them with people who would not just reinforce their own ideas. Reunion was a good opportunity to meet with women of different ages and different generations, from other parts of the country, with varying backgrounds and experience. The questions, the searching, the desire to learn—that was "typically Barnard."

An Open Letter

The following is a letter written by four students involved in the strike to explain their position to alumnae.

As alumnae and parents we know you are concerned about the recent events at Barnard College and its reaction to the call for a national student strike. At an all-college meeting held on May 5, a majority of the Barnard student community present voted to support the national strike. We have tried to make it clear that this is not a strike against the College but rather a strike of the College against the horror of President Nixon's Southeast Asian policy and his repression of political dissenters in the United States. We demand an immediate end to the war.

Our individual demonstrations of protest have gone unheeded, necessitating us to take a stand as a body. . . .

We cannot let business go on as usual in our classes, but we also recognize that we must follow activities which are as time-consuming and as valuable a learning process as were our academic endeavors. Using the time normally spent attending classes, we are organizing discussions, circulating petitions for such resolutions as the Hatfield-McGovern measure to end military appropriations to Southeast Asia, and planning local organizing efforts to be carried out in our home towns this summer. We feel that these activities are as legitimate and as valuable a learning experience as any part of our education at Barnard has been.

We hope that you will support us. We wish to answer any questions you might have and would like to send a speaker to your area this summer to talk with you. We will contact you this summer. We urge you to support the call for an end to the war by sending telegrams and letters to your Congressmen and Senators, members of the House and Senate Foreign Relations and Armed Services committees and of course to the President, who finds it difficult to recognize those who demonstrated in Washington for a change in our foreign policy. Only by acting together can we end the war.

We hope you will send us your comments and questions. . . .

Ann Appelbaum '70
Loren Greene '71
Karen Tucker '71
Victoria Taylor '71

Psych 5:

A Report on the Teaching Apprentice System

By Edward S. Cobb
Assistant Professor of Psychology

In September, 1969, a new system of instruction was tried out in a large psychology course at Barnard College. A major innovation of the system involved the use of undergraduates who had previously taken the course and done well. These students, Teaching Apprentices (TAs), played such an important role in the new system that I have decided to call it the *Teaching Apprentice System of Instruction* (TASI).

TASI is modeled after instructional systems which have been successfully applied in large courses in several colleges and universities over the past seven years. Underlying all these modifications was a basic premise: that the usual method of teaching college lecture courses, especially large ones, provides conditions which violate, or at least are not in agreement with, well-established principles of learning. A related premise was that changes can be made that are more in accord with those principles. Not surprisingly, all the new systems have been designed by psychologists and have been applied to students in psychology courses. I hope that teachers in areas other than psychology will become interested in applying TASI or some modification of it to their courses.

All attempts, like TASI, to improve upon college teaching have emerged from the principles of *programmed instruction*. In a program, the student reads a frame, a small amount of material, generally a sentence or two. Some words may be missing from the material in the frame, or the material may be followed by a question. The student must make a "response" by writing in the missing words or the answer to the question. She then turns the page and gets "feedback" (differential consequences) on her response (the correct response, or several alternative correct responses are provided). Each frame represents a small amount of material and each succeeding frame adds a little bit of new information. The student does not have to read a great deal of material before she gets feedback information. And, in general, for each

new frame she comes to, she has understood from the previous frames the information upon which the new frame is based. The method involved is a very important principle of learning. It is called the method of successive approximations. The idea is that a *terminal* learning performance is analyzed into a sequence of many small components, each of which is learned separately in sequential order until the terminal performance is achieved. Since the understanding of any given component depends in large part upon a thorough understanding of the components preceding it, it is important that the student be able to demonstrate her understanding of each component before going on to the next one.

One problem with programs is that a student's response to a frame may be correct for one reason and incorrect for others. It is difficult to make a program flexible enough to handle that problem. Another problem is that programs are often boring to read, because each frame is constructed so that the probability of a "correct" answer is very high for all students. Aside from those problems, there is no question that programming material has proved to be a successful technique for teaching certain types of subject matter.

TASI largely eliminates the problems of inflexibility and boredom. Reading assignments are broken down into a sequence of units and sub-units. Each sub-unit represents from five to ten hours worth of reading. Along with each reading assignment there are mimeographed Reading Objectives (ROs) which, among other things, give the student questions to test her comprehension of her reading assignment. A reading assignment sub-unit is like a large "frame," and when a student has done the assignment she must report to a TA to make an enlarged "response" to the trainee. The response is both written and oral and is called a Reading Evaluation (RE). The TA gives the student a sheet of paper with several questions on it and the student spends about 30 minutes writing out her answers. The TA goes over the answers, pointing out what is correct, what is incorrect and what has been omitted. The student may explain her answers and amplify upon them. The oral part of the RE takes about 15 minutes.

Thus, the RE is like a short quiz on a small part of the reading assignments, but

it is different from a quiz in that the outcome of the RE has no effect on the final grade for the course. The TA must make a difficult decision in evaluating the RE: it is either "complete" or "incomplete". In the former case, the TA feels that the student, although she may have made a few errors, basically understands the important facts for that sub-unit and may go on to the next. An "incomplete" simply means that the student has not done the reading carefully enough and must do some more studying of that sub-unit and take another RE on it before she may go on to the next assignments. At the end of the semester, each student was given her RE folder to study for the final.

The first to use a teaching program like this was Professor Fred Keller, who was for many years a distinguished teacher of psychology at Columbia. A review (Keller, 1968) of the application of his method at the University of Brasilia and at Arizona State University, along with modifications of the method by several other teachers (Ferster and Perrott, 1968; Mahan, 1967; Sherman, 1967; Ferster, 1968; and McMichael and Corey, 1969), all show that the Keller method of college teaching, or some variation of it, leads to better learning and that students enjoy the method more than conventional techniques used in college courses.

Method

At the beginning of the semester (Fall, 1969), there were 116 students registered for Psychology 5, The Psychology of Learning. Four dropped the course before the end of the semester, a reduction in the drop-out rate from previous years of more than 50 per cent.

In the past years, the course has consisted of two 50-minute lecture periods and a three-hour laboratory period each week. This year, the students were told that they didn't have to come to lectures if they didn't want to because the new method of instruction obviates the need for lectures. Two other changes in the course were the elimination of the mid-term exam and of the time-consuming formal lab reports.

I taught Psych 5 for six consecutive years prior to the start of TASI. For TASI, I had four paid undergraduate assistants, one for each laboratory section. They assisted in the weekly laboratory meetings and graded all the laboratory exercises. In addition, there were 15

Teaching Apprentices (TAs) who were selected because they had done well previously in Psychology 5. They were allowed credit for a full course for serving as TAs. Each TA spent an average of six hours per week working with students on Reading Evaluation (RE) questions. They were also responsible for keeping student records up to date and certain other administrative duties. They were required to attend a two-hour TA seminar which I conducted each week.

Since TASI de-emphasizes the importance of the lecture I seldom gave formal lectures. Sometimes I would talk about subject matter my TAs had told me were giving trouble to the students. Attendance figures dropped from about 90 per cent in the beginning of the semester to about 50 per cent near the end of the semester. As the class size dropped, it was increasingly possible to use lecture periods as informal question-and-answer sessions. Several lecture periods were taken up with films or a demonstration.

The textbook used was different from the one used last year, but the reading covered the same material. The assignments were broken down into ten units, each covering a different topic. The ten units were further sub-divided into letter categories, each sub-division representing a little less than one week's worth of reading for the student. When a student felt she understood the assignments for a given sub-division, she had to demonstrate that understanding in an RE session. There were 20 sub-divisions in all.

For every reading assignment, the student had a mimeographed copy of an RO I wrote for that assignment. In all, there were 80 pages of ROs. They were what I would have said about the reading assignments in my lectures and were to be read concurrently with any given assignment.

In this method of teaching, the student ends up *doing* a great deal more than is appropriate to the subject matter of the course than is the case for most other large courses. She can see her own progress throughout the course. For each step she takes, she gets the all-important *immediate differential consequences* for her behavior. What are some other advantages?

(1) Large courses are said to be impersonal. Well, my students had real live people with whom to interact—people who were interested in them and

knew how to help them learn on an individual tutoring basis.

(2) The students read their reading assignments more carefully and with more understanding.

(3) Students are never reading an assignment for which they are ill-prepared. For any reading assignment the student has already demonstrated understanding of the previous reading assignments.

(4) The method of successive approximations (to a terminal performance at the end of the semester) is employed. Each unit sub-division is relatively small.

(5) The student can always get help from a TA. If she wants help *before* taking an RE the TA merely acts as a tutor.

(6) *Within limits*, the student may progress the course at a rate which reflects her own abilities and interest (the students were given a list of suggested dates" for completing each Unit). Those students who successfully completed all 20 REs prior to the regularly scheduled date of the final were allowed to take the exam early. As it turned out, several students did not even complete half of the 20 REs and this was a major problem with the system. The go-at-your-own-pace feature of TASI is a very important advantage to which our present educational system pays little heed. The present system assumes that all students can learn successfully at a rate that is optimal for a fiction called the "average student." So, at the end of the semester, we generally get a distribution of differences in achievement for a course which are said to be a reflection of differences in "intelligence" (which is fallacious reasoning) or to differences in "motivation" (also a fallacy).

But there is sound scientific evidence that the system under which the student learns plays a very large role in generating the range of differences in achievement seen at the end of each semester. Actually, at the *beginning* of a course like Psychology 5, there is a wide range of individual differences in the *rate* at which the students can absorb the course material. This does not necessarily mean a difference in intelligence or motivation. But if a student is forced to go faster than she is able to, what happens to the motivation she had at the start of the semester? And what happens to the rate at which she can learn the material of the course as she gets more and more confused

"... the student may progress at a rate which reflects her own abilities and interest ..."

"... the system ... plays a very large role in generating the range of differences of achievement."

"the results from the student questionnaires were a very favorable endorsement."

about it? In such a situation, the initial differences between the students in a class are *increased* as the semester goes along.

(7) I had a master *student-progress book* which gave me a continuously running record of every student in my class throughout the semester. I didn't have to wait until the mid-term to find out a student was in trouble. And in many cases I was able to get a student going on her work before she fell too far behind.

| Results

Upon completion of the course, students were given a questionnaire, which 73 returned. [The results of that questionnaire are highly summarized here. A more detailed summary is available from Professor Cobb, Psychology Department, Milbank Hall—ed.] In general, the students found the reading in Psych 5 to be heavier than in other courses. (Forty-seven per cent found "much more.") They found the ROs "very helpful" (86 per cent) and that the REs "helped a great deal" (80 per cent). Eighty-four per cent found the TAs well prepared. All the students found the TAs in general polite and patient although 89 per cent of the students said some TAs were better than others.

Eighty-five per cent found they spent "much more" time on Psych 5 than on other courses.

All the responding students found that the TASI system is better than the usual college teaching system for large lecture courses. Seventy-five per cent found "much better" and 23 per cent found it "better". Eighty-eight per cent thought the method would work in other courses. For those who mentioned courses specifically, the following is a list, in decreasing order of frequency of those courses: psychology, biology (especially Biology 1-2), mathematics, languages, sociology, anthropology. Other fields that were mentioned by a few students were: all courses, all science courses, all introductory courses, history, economics, physic, logic, Oriental civilization, philosophy, and Art History courses.

For the semester, there were a total of 20 REs, which were successfully completed by exactly 50 per cent of the entire class. Seventy-one per cent of the class completed ten or more REs, leaving 29 per cent who failed to complete at least ten REs. The average rate at which REs

were taken was low and steady throughout the first half of the semester. After the mid-term date, the rate began to increase and a steady positive acceleration lasted throughout the second part of the semester. The maximum terminal rate in the last two weeks of the semester posed special problems for both TAs and students.

The final examination for the present class was essentially the same as that given to the Psychology 5 students last year. Eighty-eight students took the exam in 1969 and 119 students took it in 1970

The average grade for 1969 was 67.9. For 1970, the average increased to 79.2, an increase of 11.3 points on the examination. For the 71 per cent of the students who took at least ten REs, the average grade on the final examination was 84.0 For the 29 per cent of the students who took less than ten REs, the average grade was 67.5 (almost identical with the average for the entire class in 1969.).

The differences between 1969 and 1970 are, even more sharply defined if we restrict the comparison to those students who completed at least ten REs in 1970. The 1970 distribution is much more peaked, is shifted way to the right, and has a range which is greatly reduced. The lowest grade is .6 points *higher* than the *average* grade for 1969.

| Discussion

There are two important areas in which a program like TASI must be evaluated. First of all, does TASI lead to improvements in learning on the part of the students? I think we can safely say that it does. But it would be a far from satisfactory consequence if the students learned the material of the course better under TASI, but didn't enjoy the way they learned it. The results from the student questionnaires were a very favorable endorsement. Many students wrote lengthy additional comments on their questionnaires, offering valuable suggestions for my improvement of the course in future years. Others urged me to continue teaching with the new system and to try to get other courses at Barnard taught in a similar way.

The biggest problem with the course was the 29 per cent of the students who failed to complete at least ten REs. The biggest problem was the slow start. Toward the end of the semester, almost everyone was taking REs quite

"... for 1970, the average increased ... 11.3 points ..."

regularly. If that terminal rate had existed earlier it would have been more than sufficient to result in the completion of all the REs by almost everyone in the class. So the real question is: Why did students get started so slowly?

One answer has to do with what students are *used to doing* in college. The usual contingencies for working on course material are not contingencies which generate in students the tendency to start working early in the semester and to continue at a steady rate. Nothing happens if students do little or no work at the start of a semester, and most of them don't. As the time for an examination approaches, there is a flurry of activity, and most students freely admit it.

We can't change the conditioning history which has been imposed upon our students by the traditional system of college lecture courses, but we can do some things to overcome it. One is simply to make students aware of it. Many students began working on the REs when they came, after about one-third of the semester, to the subject of *schedules of reinforcement*. When they saw the relationship between a fixed-interval contingency of reinforcement on a pigeon's behavior and the fixed-interval college contingency on their own behavior, they began taking REs and thus exposed themselves to a very different set of contingencies which tend to generate a steady rate of behavior.

There were several other factors which were undoubtedly related to the slow start of RE-taking behavior. Since the students knew there would be no mid-term examination, that contingency for getting students working at the beginning of the semester was absent. Next year I am going to give an optional mid-term examination for those students who have successfully completed half of the REs by the mid-term date. For those students, the mid-term will count in their final grade only if it raises it. For the students who have not completed half of the REs by the mid-term date, the mid-term will not be optional and will count in their final grade whether it raises it or lowers it.

Still another problem was the fact that the student had no idea of the total amount of reading they had to do for the course. Since I was writing the ROs for the assignments (and also writing some of the assignments) throughout the semester, the students were only given the first three Units of assignments at the start of

the semester. On the average, they got the next Unit at two-week intervals. In addition, the beginning Units were, in general, much longer and difficult to work through than the last five Units. Many students got discouraged, thinking half of the semester's work, while it actually represented at least three-fourths of the semester's work. These problems can be easily corrected for next year.

A very important consideration for next year is the fact that the total amount of time spent on the course was so much. Eighty-five per cent of the students reported spending "*much more*" time on the course and 15 per cent reported a "*little more*". Many students said that they thought the system could be applied to other courses, but it would be extremely difficult to handle two such courses in one semester.

There are several things that can be done to alleviate the situation. One is simply to cut down on the number of repetitive reading assignments. Another is to relieve students of the responsibility to attend all the lectures. Eighty-nine per cent of the students said one lecture per week would be sufficient or more than sufficient.

The TA seminar was not only the most interesting I have ever taught, but it was also the most interesting seminar I have ever participated in. It was what a seminar really ought to be, but, unfortunately, seldom is. Every student came well prepared. Every student had a high motivation to really understand the material. No one seemed afraid to say "I don't understand. Explain it again." Each student was learning the material so that she could apply the material to a real-life situation. No one was learning the material because of a grade they would get at the end of the semester.

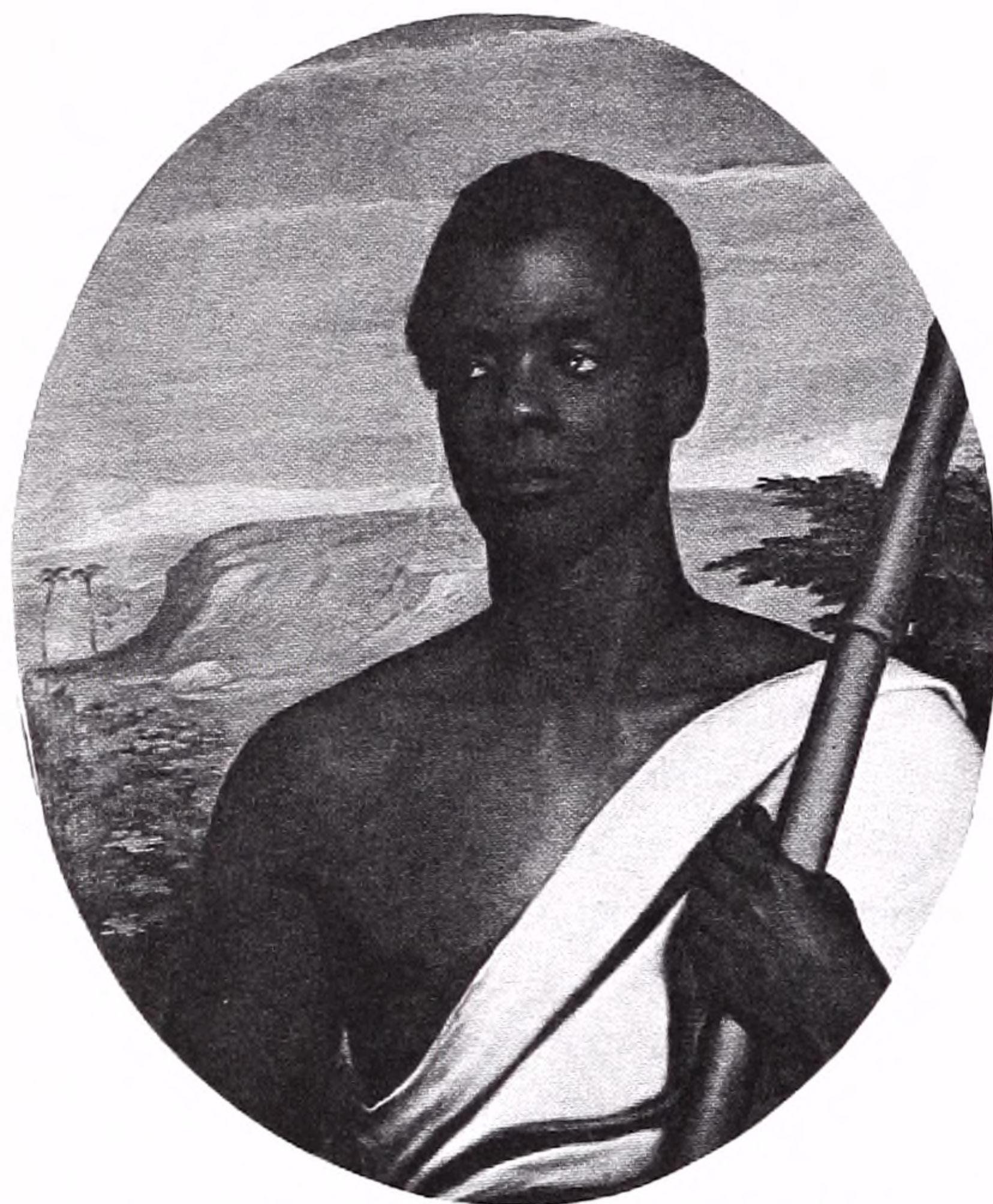
I can't say enough in support of my TAs. There is little question that some were better than others. But that will always be the case. The important thing is that all were good and were judged so by me and my students. Each one was in a position to help out. At the end of the semester, when the load became especially heavy, some TAs were spending over ten hours per week with students to help alleviate the situation. In spite of this extra burden, all the TAs wrote a lengthy term paper which I had asked them to write around the middle of the semester.

All the TAs felt they learned the

material in much greater depth than when exposed to it for the first time. Further, they learned how difficult it is to teach. As one put it, "It is a lot easier to 'know' something than to explain it, but you really don't understand something until you *can* explain it." The TAs learned how to say "I don't know" to both me and the students. They found the seminars open and productive. Questions were pursued until they were really understood.

Being a TA, they said, involved a lot of work, but not an inordinate amount. The rewards, both personal and intellectual, were "immeasurable".

In conclusion, I will take the liberty to report on one piece of anecdotal "evidence". There have been many, many students who have gone out of their way to come in and express strong approval of TASI. This has all been very reinforcing for me, but the most reinforcing episode occurred one morning two days after the final examination had been taken. I was sitting at my desk grading the examinations when the phone rang. When I answered, a Psychology 5 student identified herself and asked me, in a very hesitant voice, if I had graded her exam yet. I told her that I had not but would be glad to look for it and grade it and call her back. "Oh no," she said, "I'll call you back when I get up enough courage again." I went to my master grade book and found that she had completed all 20 REs successfully. I then found her examination and graded it. She got 170 out of 200 points for a grade of 85. I went back to the phone and called her up. When I asked her what she thought she got on the exam she replied, "I don't want to guess. Please just tell me if I passed." I asked her why she was so sure that she didn't do well and she informed me that she had obtained a very low grade in Introductory Psychology and thus had no confidence in her ability. I then told her that her grade of 85 on the examination would probably result in a B-plus for the course. There was a moment of silence, then a faint, uncontrolled, "Thank you." And that was more than the reinforcement I needed to get back to grading the rest of the exams.



Nathaniel Jocelyn's Portrait of Cinqué. from the Collection of the New Haven Colony Historical Society, reprinted from Who Look At Me.

Books

Who Look At Me by June Jordan. Illustrated with twenty-seven paintings. Thomas Y. Crowell Company, New York.

Soulscript: Afro-American Poetry edited by June Jordan. Zenith Books. Doubleday & Company, Inc., Garden City, New York.

By Priscilla Baly Bates '59

Who Look at Me is an exquisite book about blacks. Star-shine poems, pure, clear, hard, beautiful word-images that question those who look stare non-seeing at blacks —

“Is that how we look to you
a partial nothing clearly real?” —
and answer — “look close
see me black man mouth
for breathing (North and South)
A MAN.”

A living, hungering, loving, challenging man.

Paintings of blacks by noted artists (Ben Shahn, Romare Bearden, Thomas Eakins, Andrew Wyeth, Charles Alston, Hughie Lee-Smith, and others) illustrate the poems. The paintings are excellent and telling, but many of them show serene, wise, noble, patient faces that seem intended to evoke pathos. “Ahh, that such a noble creature as you should have suffered?” Were the pictures chosen and then the poems created or vice versa? Does it matter? Miss Jordan's poems do not need pictures. (Though these do not really detract from the strength and honesty of her images and they do make an attractive book.) The words stand by themselves — triumphantly affirming the survival growth, and beauty of black life despite. The words, not always needing to be sentences, give the essence of feeling of black folk.

“see me brown girl throat
that throbs from servitude”

Feeling is what poems are all about, Miss Jordan says in her Introduction. Feeling and relationship (of people and of words). The words are succinct, direct, with no buffering by obscure personal visions or extra words or passive phrases.

“we will no longer wait for want
for watch
for what we will”

There is nothing between you and the understanding and the essence of feeling — the joy and the joyless, courage, fear, hope, pride, longing, despair, hunger, frustration, isolation, madness, laughter, dancing, family love, brotherly love, fatherhood, back-breaking pain, doggedness, impatience, grasping, dying, love, and freedom — of black people except your own heart. To see, to begin to see, Miss Jordan writes, “is no more agony than opening your hand.”

Soulscript is a good beginning. *Soulscript* is all black consciousness. A collection of black poetic responses to the black situation. A response, Miss Jordan points out, that has often been suppressed and rejected out of hand as just not important, not good and hardly great. (Invisible people write invisible poems; what use are invisible poems?) But here are loud and visible poems from young, old, famous, and great black poets—*e.g.*, Gwendolyn Brooks, Linda Curry, Countee Cullen, Paul Dunbar, Nikki Giovanni, Calvin Hernton, Langston Hughes, LeRoi Jones, June Jordan, Claude McKay, Larry Neal, Ishmael Reed, Sonia Sanchez, Jean Toomer, and Richard Wright. The anthology is divided into parts dealing with the poems of young poets, aged 12 to 18 — “tomorrow's words today”; poems of the family and loved ones; of black heroes and heroines; of black views of America — “the land endangering too many promises of the spirit”; poems of personal life-sustaining philosophies; and attitudes of soul. Each poem exemplifies Miss Jordan's concern for the essence of spirit, for things that matter, for the vitality of life, and not just black life. Each part is prefaced by a Jordan note. The one about “attitudes of soul” should be on everyman's soul:

“Soul is the ready spirit that supports the person, that protects the promise that, together with the daily doings, styles a life particular, real, and fully loving.”

And Claude McKay's timeless complaints in “The White House” must be on many current minds, and his timeless call for courage in “If We Must Die,” the closing poem, is in many black hearts.

Profile:

June Jordan '58

By Andrea Balchan Bottstein '60

Who Look At Me is one of three books June Jordan will have published in 1969-1970. This spring, *Some Changes*, a collection of her poetry, and *Soulscript*, an anthology of black poetry of which she is the editor, became available. In the past, Miss Jordan has published an article in *Esquire* with Buckminster Fuller concerning the architectural re-design of Harlem, and has worked for Mobilization for Youth. She studied at the University of Chicago and at Barnard, and last year was awarded a Rockefeller grant in creative writing. Besides writing, Miss Jordan teaches at Sarah Lawrence and at City College. "Literature and Social Change," her new Sarah Lawrence course, something of an experiment, will examine through literature revolution on a personal scale, leading to violence on a broad scale. At City College, she teaches in the SEEK program, designed to prepare city high school students for the college curriculum, a course she considers "a beggar's alternative to massive change in the school system." SEEK students, she says, are a special breed—knowing they face a last chance, highly motivated to make it, having no choice but to make it, yet carrying the profound conviction, bred in them over years in the public school system ("the public elimination system"), that they are unable to succeed.

Another activity, combining teaching and writing, that involves her time and passion is The Voice of the Children, Inc., a creative writing workshop she runs with an associate in Brooklyn. Begun with funds from Teachers College, the workshop is now run independently and publishes a paper written by the 12 to 16 year olds who take part in the workshop.

In her writing and teaching, Miss Jordan says she tries to articulate the conviction that "people in general can recognize and acknowledge people in particular." The "extreme threat" America faces now needs that kind of acknowledgment to be dispersed. *Who Look At Me* began with Milton Meltzer's idea for a collection of paintings showing blacks, with an accompanying text that Langston Hughes was to prepare. When Hughes died, Miss Jordan accepted the job. Staring at several hundred photographs of paintings assembled by Meltzer, she was "appalled by the lack of beauty in the paintings," and by the scant evidence of the intimate commitment necessary between painter and subject. Few indicated that the painter had really seen his subject ("that kind of insensibility strikes me as homicidal")—hence, "who look at me" came to mind as the question to be asked. The final selection, she feels, includes paintings that are not entirely successful in achieving the vital recognition, but it "represents the possibility" of person to person acknowledgment and commitment. The poem grew out of her feelings to the paintings. She had in mind neither a black nor a white audience, but wanted to write so that children could understand and memorize and incorporate parts of the poem into their vernacular.



June Jordan '58

Priscilla Baly Bates '59, describes herself:

I am black, of West Indian descent. Born and raised in Staten Island. Barnard '59, majored in Government and commuting. After various jobs — publishing secretary, Social Security interviewer, newspaper reporter — I settled down to copy-editing, first, at Barnes & Noble in New York, and, currently, at W. H. Freeman and Company, in San Francisco. Freeman publishes science text books. My husband of two years is Clayton Wilson Bates, Jr. Clay has a Ph.D. in Physics, solid state

physics, and works for Varian Associates in Palo Alto, California. We spent the first year of our marriage in London; Clay had a research fellowship at Imperial College of Science and Technology there. I've also traveled in India, Egypt, and Sudan. I'd like to visit any other place that I can get to. Recently, I've been acting. Last May 27, I appeared, with 9 other people, in a TV special (shown only in the Bay Area) of a black play called *Tell Pharoah*, by Loften Mitchell, about the freedom longings of black people. I do have a good part.

The Buzzards, by Janet Burroway
Eysselinck '58. Little, Brown. Boston,
1969.

By Kathrin Perutz Studdert-Kennedy '60

Of all themes embraced by American writers, martini-swiggling New Yorkers and academics, Power and Escape receive the most dotting attention. Power, whether preceded by Black, Senior, Flower, sexual or Youth, is King: manipulator of politics and the economy, of marriage, family and rage. Escape is Queen, who rules over drugs, dreams, the arts, madness and the overwhelming American sense of unreality. The two are married; King and Queen rule together and the more vigorous he becomes the more she retreats into death.

Janet Burroway's novel is concerned with political power, and how it is achieved through the destruction of people. Those reaching for power—Alex, the Republican Senator from Arizona, and Galcher, his eminence grise—are shown as buzzards who attack the lambs and rabbits of the Senator's family: "the buzzard plummeted before me with wings half-folded; I could see his piercing beak and fine aggressive eyes. The jackrabbit faltered and froze, distinct on bare rock." At the end of the struggle, the mutilated rabbit lies "still warm, the fur looking spiky but soft as chickdown . . . Embryo and intestines hung from the torn belly, and she dragged a smudge of blood for several yards along the rock."

The theme is fine, though the inevitable victims (an attempted suicide, a murdered girl) are too contrived, bring a sense of here-comes-the-Christ-thing-again and would have been more emphatic had their psychical deaths been permitted to reveal the inhumanity of their master. And the occasional brilliance of *The Buzzards* stands as a lonely beacon in a murky sea. The beacon is Eleanor, Alex's oldest daughter, whose private life is a Sisyphean hell of domestic detail. The description of Eleanor giving breakfast to her three small children is a marvelous chiller of repetitive, half-purposeless labor which could serve as monument for the Women's Liberation Movement. Like Doris Lessing's

description of her menstruation in *The Golden Notebook*, it is a relentless, clear and highly original sight of and insight into the mechanical nastiness of a woman's life.

But the other women—mother and younger sister—are impossible. Seventeen year old Evie is a scatterbrained, unfeeling TV teenager, her father's monster who's too cute to be real. Even Miss Teenage America contestants could be accused of profundity in comparison with her. And the mother, whose intelligence is unaccountably extolled by those around her, is simply suffering too many crises and confusions to be allowed into the public eye. She begins the book: "Inside I meet the eyes of pure madness" and goes on to hear her husband talking outside: "My ear has molded itself to Alex's voice as my hand to his wedding ring." Unhappily, to come across such a sentence at the beginning of the novel makes the reader want to give up. (How can an ear mold itself? How can a voice mold anything? How can her ear be molded—of what is it made? And how, short of paralysis, can a hand mold itself to a ring?) If, however, you can flick off the drivel, you come to a good story, the inside stuff behind a news story. Of

course, this novel is in direct competition with magazines and newspapers themselves. The private life of public figures has become public domain. America's deep suspicion of privacy forces lives to attain the subtlety of billboards. And so, reading *The Buzzards*, one has a sense of irrelevance: whatever a novel can do in a time of mass communications must involve perspective. When Janet Burroway looks intently at Eleanor, she provides the craft and artistry of fiction. One reads about Eleanor and forgets all arguments about the novel's death or metamorphosis. But when the other characters come on, one feels uneasiness, a feeling one recognizes from all the times one was reading articles and not getting down to a good look.

Kathrin Perutz is herself an author. Her latest book, *Beyond the Looking Glass*, was recently published by William Morrow.

Author, Author

Please write to *Barnard Alumnae* 606 W. 120th St., New York 10027, when you publish, so we can take note of your books.

NEW BOOKS

Charlotte Armstrong (Lewi) '25, *The Protégé*, Coward-McCann, Inc. 1970. (posthumous).

Claire Berman (Gallant) '57, *A Great City for Kids*, Boobs-Merrill Co., Inc., 1969.

Louise Bernikow '61, *Abel*, Trident Press, New York, June 1970.

Madge Beattie Blakey and Carol Collver (Thurber) '35, *Calypso Island*, The Westminster Press, April 1970.

Eileen (Otte) Ford '43, *Eileen Ford's Book of Model Beauty*, Trident Press, New York 1968.

Ellen Frankfort '58, *The Classroom of Miss Ellen Frankfort/Confessions of a Private School Teacher*, Prentice-Hall, Inc., 1970.

Bettina (Liebowitz) Knapp '47, *Antonin Artaud, Man of Vision*, David Lewis, New York 1969.

Barbara Novak (O'Doherty) '51, *American Painting of the Nineteenth Century*, Praeger Publishers, 1969.

Judith Johnson Sherwin (Clapp) '56, *The Life of Riot*, Atheneum, New York, 1970.

Phoebe Atwood Taylor (Taylor) '30, *The Asey Mayo Trio*, W. W. Norton and Co., Inc., 1970.

Retirements:

by Ellen Frankfort '58

Mirra Komarovsky

There is no doubt about it—Barnard has undergone a transformation in the dozen years since I graduated, making it seem ironic that only a professor who is about to retire looks exactly as she did when I was a student.

Perhaps the reason why Mirra Komarovsky doesn't look any different is that some of the changes so striking to me are not new to her. For years, practically a lifetime, she has been a leader, both by personal example and scholarly work, of the struggle for female equality. As early as 1953, before most of the new radical feminists were experiencing any dilemmas, let alone being made conscious of them, Mirra Komarovsky wrote *Women in the Modern World: Their Dilemmas and Their Education*. And before Daniel Moynihan was a working man himself, in 1940, Mirra Komarovsky wrote *The Unemployed Man and His Family*. And, in 1934, when leisure time in the suburbs had not yet inspired a John Cheever story, Mirra Komarovsky recognized it as a sociological subject, and, with Lundberg and McNery, wrote *Leisure, A Suburban Study*, to say nothing of her most recent book, *Blue Collar Marriage*, published by Random House in 1964 and as a Vintage paperback in 1967, which is already a classic for groups as divergent as professional sociologists, Women's lib., and unaffiliates of all sorts.

I asked Miss Komarovsky how she became interested in sociology and, after a thoughtful pause, she answered that it was probably growing up in an intellectual home during a time of great social upheaval in Russia that supplied her with an early sensitivity to social conditions and the drive to study them. As is typical of most of her answers and her writings, this one did not reduce a complicated phenomenon to a single explanation. Her perspective, while sensitive to the psychological, is ultimately sociological, which makes her work so relevant for today's world, where the emphasis is shifting away from individuals to groups and communities in both explanations of human behavior and actual living arrangements.

With this in mind, I asked Miss Komarovsky (she is Mrs. Marcus Heyman

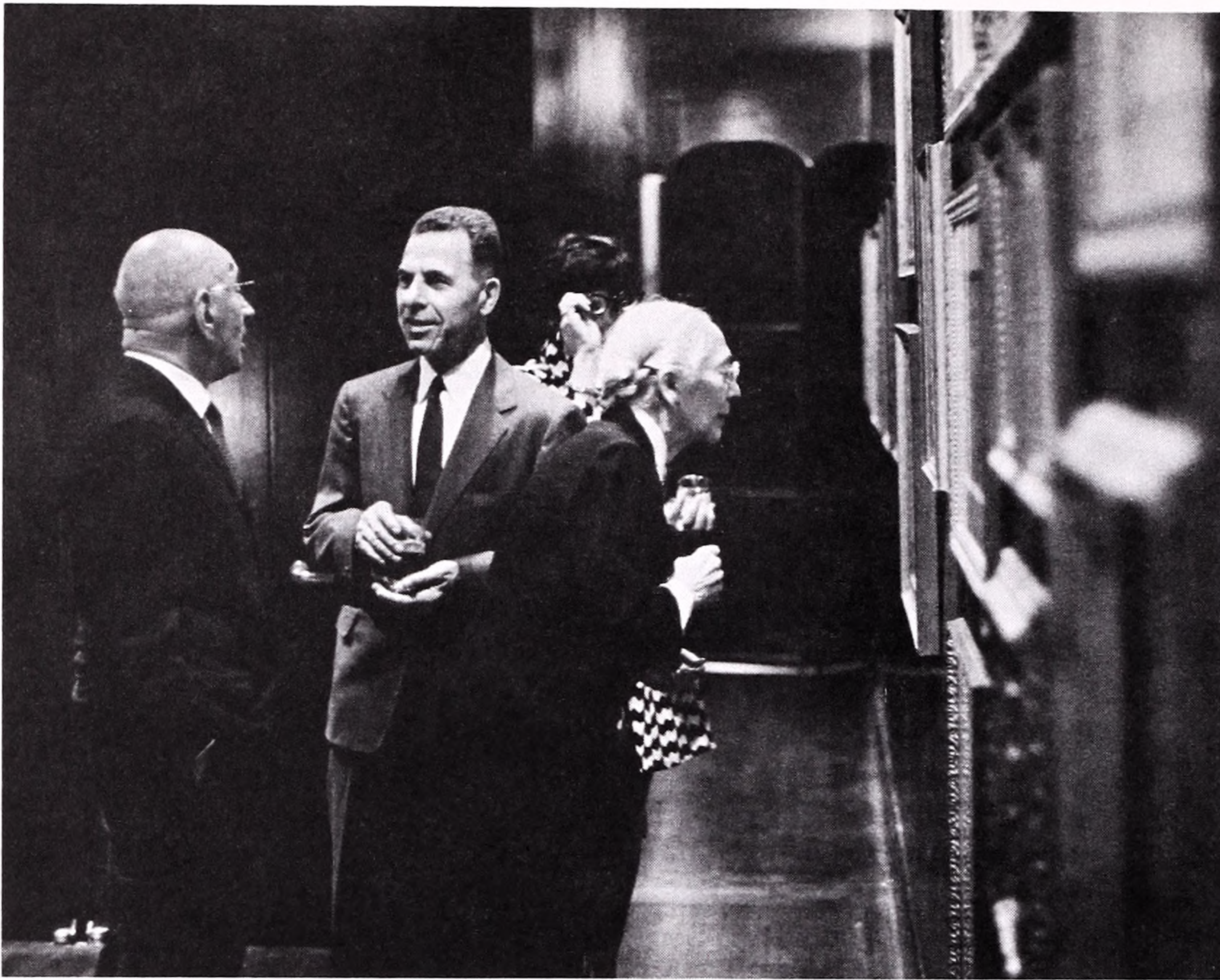
in private life) how she felt about the traditional family and Women's Liberation. She thought for a while and then told me about a lecture she gave when she was first teaching in the late twenties.

"Every woman is out now at eleven in the morning buying her two pounds of chopped meat," pausing here to apologize for the uniform eating habits she had given her hypothetical sample, "and I wonder what it would be like if instead one woman were buying all the chopped meat and delivering it to her friends." Having established that she has



Mirra Komarovsky

always believed in a more rational division of labor, one that would enable both sexes to share the pleasant and unpleasant tasks of the home, Miss Komarovsky moved on to more current issues. With the new radical feminists, she believes that "docility" is incompatible with creativity, but she wonders if the present tone of Women's Lib will not prevent the Movement from reaching large numbers of women. Does she think the nuclear family must be destroyed, or at least the institution of marriage abolished, as do many of the Movement's theorists? "No," she replied, "in a large society accustomed to bureaucratic structures, the mate remains the one role which is potentially the least specialized segmented." When I asked her about communes as an alternative living



A party for Mr. Held was given in the spring at the Park Avenue home of Mrs. Jacob Kaplan. Mrs. Kaplan, who has an extensive and varied art collection, had been a student of Mr. Held.

arrangement, she smiled and said she was not opposed to anyone trying out different life styles, but she herself was happy to come home, close her door, and have no more than a single person to share the day with which, she added knowingly, presents enough problems. A commune, as far as she could see, would just multiply them.

And undoubtedly that is so for the woman who rose from Barnard student to ChairMAN of the Sociology Department, (changing everything except the inaccurate title of her position,) who became the first woman president of a national organization of sociologists and whose positions in sociological organizations and articles, both scholarly and general, are just too numerous to list. Yet, Mirra Komarovsky is aware that few women in our society are in a position to fulfill the many roles for which they have potential and that, unlike herself, most are confined to one—housekeeper, mother, mistress, showpiece, take your pick—something she has been trying to change by communicating the waste to the rest of us through her writing, her teaching and her life.

Although 1970 officially ends an association with Barnard which Miss Komarovsky began as a student before she became a faculty member in 1934, fortunately, she will still be teaching until 1973 and in the next year will finish a book based on 60 case studies of men.

Julius Held

Like Mirra Komarovsky, Julius Held will continue to be active both as teacher and scholar despite his official retirement this year. If one were to add his academic accomplishments to hers, the reader of this bulletin would possess a very extensive bibliography in the fields of sociology and fine arts.

Julius Held, a world renowned authority on Dutch and Flemish painting, has been teaching Art History at Barnard since 1937. "How can anyone who loves Rubens so be anything but marvelous," quipped a former student of his recently.) When asked what initially attracted him to Barnard, Mr. Held answered, "A job," with an honesty that belies the impression of formality conveyed by his German accent.

Listening to Mr. Held muse about his many years at Barnard, one sees a picture of a changing institution, the different images projected as naturally as a set of slides. For the first seven years, he couldn't attend a single faculty meeting and the whole inner structure of the school was a mystery peopled by a "group of forbidding elders, professors whom I never spoke to." But then a new slide is projected, that of Eugene Byrn, in History, who, Mr. Held remembers, helped to raise money when he was ill. Always, the particular corrects the abstract generalizations, humanizing them. Mr. Held continues. "The strength and power of tradition was very great during the early years. You have the Greek Games as an example of the power of the past. Everything was much more like a school at that time, with discipline greater and dissent unheard of."

And yet, for all his appreciation of order and structure, which ranges from the new buildings to the running of a school, Mr. Held has managed to sustain the changes without embracing extremism of any sort or becoming rigid himself. His feelings about extremism are the result, he says, of his own experience with Fascism in Germany and the totalitarianisms of the Communist countries which makes freedom in the arts impossible.

Mr. Held's own approach to art has been gradually changing. While still

holding that art must be studied live by contact with the originals (it was he who introduced the art showings in the James Room during the '50's) he finds himself more interested in the inter-relationship of art, society, and politics and has taught a course in the uses of art.

Given his distrust of extremes of the Right or Left and his appreciation of tradition I was interested in hearing Mr. Held's view on the future of education. Although his modesty prevented him from speaking like a prophet, he did talk about the growing conflict between mass education and one of excellence. An ideal school would be one free of the petty requirements, allowing students to study for a period of time under a master where they could learn something in depth, a contemporary version of the medieval institute, "an ivory tower which does not necessarily close its windows to the outside world." Although Barnard is going more in the direction of educating large numbers, as are her "seven sisters", Mr. Held has never experienced any infringement of his academic freedom at the college and has always been able to teach what he wished. While it is not his style to say it, I'm sure that the freedom has been due to him as well as the school. For since Miss Gildersleeve told the young frightened instructor she had just hired, "Now, you are on your own. Go teach your classes and don't come running to me," he has done just that.

Mr. Held has taught his classes at Barnard and Columbia as well as in Canada, NYU, Bryn Mawr, the New School, Yale and since 1958, has been the art consultant at the Museo de Arte de Ponce in Ponce, Puerto Rico. Throughout this time he has never stopped writing prolifically on the subjects he loves.

As with Mirra Komarovsky, Barnard is fortunate that this multi-talented person will not be leaving the school entirely. In addition to writing (he is now working on a major catalogue of Rubens sketches) Mr. Held will teach one course at Barnard and one at Columbia next year, take one year off, and then assume a Mellon Professorship at Pittsburgh. When asked about relaxing, Mr. Held says, "I've always had a chance to relax," which might help to explain his important influence as a teacher.



Henry Boorse

If Mirra Komarovsky and Julius Held entered the academic as the natural step after graduate studies, Henry Boorse's entry was more puzzling. It's not every Annapolis graduate that winds up studying at Cambridge University. According to Mr. Boorse, it was his strong academic interest in Physics which led him to leave the Navy after an enjoyable two years as an Ensign and devote himself to research and teaching. In addition to doing just that, first at City and then at Barnard and Columbia, Henry Boorse was never just an academic. To mention only a few of his scientific "extra-curricula" activities, Mr. Boorse was Division Director of the Manhattan District Project in 1945-6, Delegate to the International Conference of Atomic Scientists held at Oxford University, 1946, where he was the Observer for Carnegie Endowment for International Peace, Consultant to U. S. Atomic Energy Commission, 1948-56, and author, with Lloyd Motz, of *The World of the Atom*, a two-volume work published in 1966.

The next question is how did such an accomplished physicist and scholar, one of the world's leading authorities on low-temperature physics, come to be an administrator both as acting President of Barnard for part of 1962 and 1967 and Dean of Faculty from 1959 until the present. The answer probably is that Mr. Boorse never lost the flexibility he showed

Some illustrious Barnard and Columbia faces at the party in the Colony Club for retiring Dean Boorse. From left: Rustin McIntosh, Carpentier Professor Emeritus of the College of Physicians and Surgeons; Millicent Carey McIntosh, President Emeritus of Barnard College; Barnard President Martha Peterson; Dean Boorse; Mrs. Boorse; former President Rosemary Park; Wallace S. Jones, chairman of the Barnard Board of Trustees and Columbia President Andrew Cordier.

when he switched from a Naval Ensign to a full-time academic.

In listening to him talk, one gets impressions of changing styles of administration both from an outsider's and an insider's vantage point. When Mr. Boorse first arrived in '37 Miss Gildersleeve was at the helm commanding a very tight ship. But only academically, since Barnard was in a "bad state of repair physically. The real overhaul came with Mrs. McIntosh whose more maternal and less authoritarian personality enabled the college to run by consensus which made for a great esprit de corps."

With the advent of Miss Park, Barnard returned to a stress on the academic which Barnard was ready for after the physical improvements initiated by Mrs. McIntosh. When Miss Park sympathized with a growing demand on the part of students to determine college policy, Mr. Boorse worried at the time that only a handful was speaking for a whole. In retrospect, he sees he was mistaken. (Oh, if only all men of military background were willing to admit they're wrong so freely!) Miss Peterson has picked up the tradition of running the college along consensus lines which Mr. Boorse feels is right for the times. As a matter of fact, each head seems to have fit in especially well with her period from his point of view.

When asked about his own role as Dean of Faculty at Barnard, Mr. Boorse emphasized the changing nature of the position—how many more duties the Dean now has with the increased turnover in faculty, the larger selection of courses and programs and the greater need to coordinate the faculty, administration, and students, three formerly quite separate bodies. Concerning colleges in general, Mr. Boorse sees the trend of coeducation as major, a trend he helped to boost by having Barnard share the resources of the Columbia Physics Department, partly, of course, for the obvious benefits a small college would gain by using the facilities of a large excellent university. Mr. Boorse doesn't expect any colleges to exist for women only in the next dozen years or so.

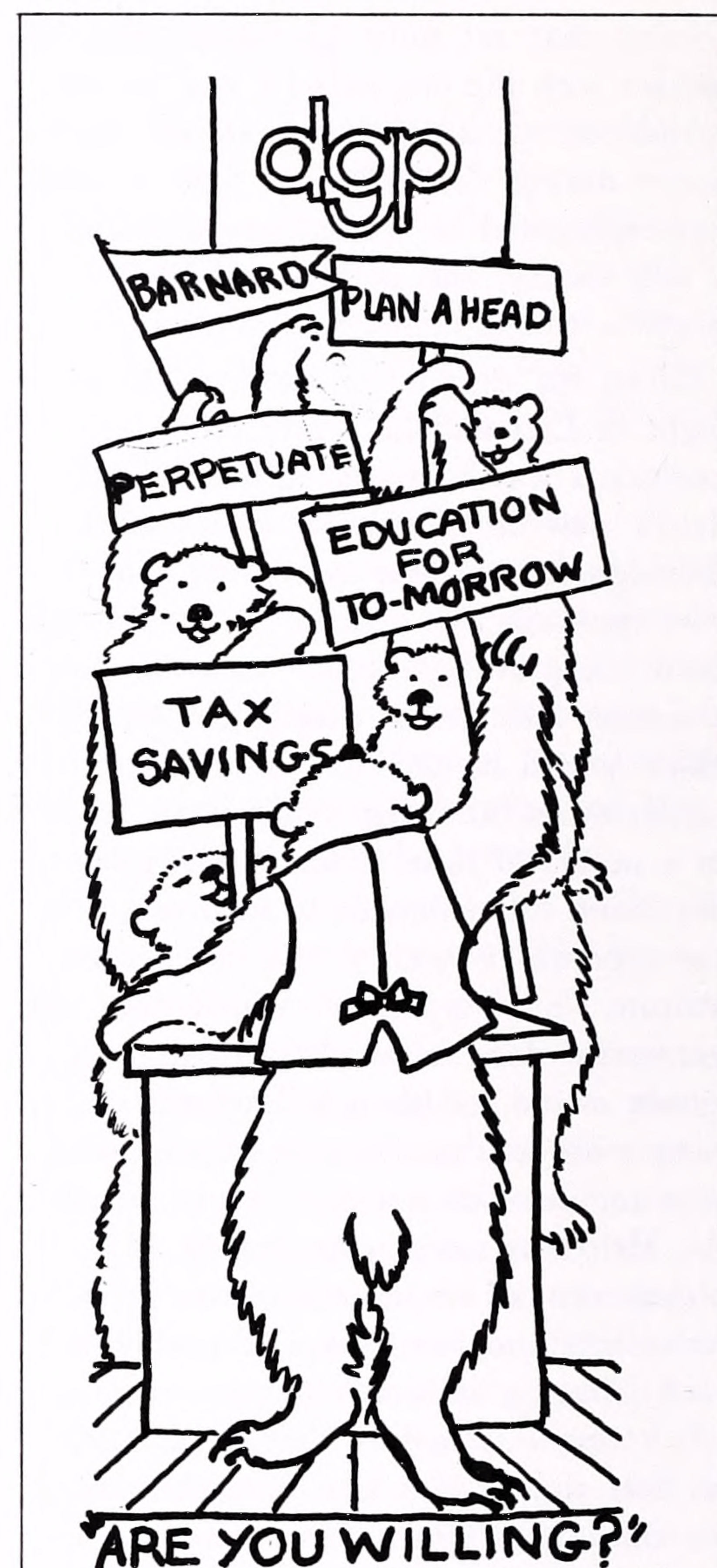
When asked about the direction of college Physics, Mr. Boorse's first response was a characteristic one: I'm not quite

sure; I'd have to think a bit more about it," again displaying a willingness NOT to have all the correct answers and an unwillingness to substitute glib ones, attitudes which probably explain why he has been able to assume so many roles successfully. Which is not to say that Mr. Boorse doesn't have an answer; he just has to think for a while about a question he takes seriously before giving the answer—that he hopes the History of Physics Laboratory grows so that the subject of Physics can be humanized. People in science, he feels, don't often have the chance to develop broad perspectives. By definition their subjects are concrete, dealing with specific matter, providing scant opportunity for an exchange with other disciplines. Here, Mr. Boorse feels he has been lucky for by being compelled through his administrative work to meet many different kinds of people he has been able to widen his interests.

Perhaps his plans upon retirement this year are the best proof that Mr. Boorse is not a narrow scientist. He is working in historical prints of the Philadelphia area, from which he comes and which, he points out with some pride, was the cradle of liberty and in a few years will be celebrating the 200th anniversary of the signing of the Declaration of Independence. Hopefully, he will be ready to publish a book on the subject, this time tapping his interests in history as revealed through art.

Although Mirra Komarovsky, Julius Held, and Henry Boorse are very much individuals who have made unique contributions to Barnard, I couldn't help but be struck with the vitality of all three and how absurd it seems that such active human beings must retire because of a rule. Perhaps it is their energies spent in deep commitments to specialized fields combined with their sensitivity to students' varying needs that has enabled Barnard to keep constant its record of excellence throughout periods of profound change.

Ellen Frankfort's book, The Classroom of Miss Ellen Frankfort/Confessions of a Private School Teacher, was published this year by Prentice-Hall.



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The Other Bodies in The River

By Lloyd T. Delany

The Mississippi River flows murky and slow through the state of Mississippi. And the Pearl River winds a snake's course into the main stream. In 1964, when an honest search began for three missing Civil Rights workers, it was natural to drag the rivers.

James Cheney, Andrew Goodman, and Michael Schwerner were found. Shot, and then buried in a pit. But there were bodies in the rivers. Two were found in the Mississippi, and a couple more in the Pearl before the graves of the murdered Civil Rights workers were uncovered. Then the dragging of the rivers ceased. There was no investigation about those other deaths. No one really knows why the bodies were in the river, or really who they were, or how many more remain in the mud. Kipling wrote of "the great, grey, green, greasy Limpopo River." It is a terrible temptation, when speaking of the Mississippi, to add the word *deadly*.

As a nation, we do well what Freud termed *the work of mourning*, a task he described as necessary to assuage feelings of loss and guilt after facing a death. We have mourned the death of Martin Luther King Jr., very well, indeed.

White America is shocked frequently by such violence. There is mourning in varying degrees—depending on how well-known the victim is. And we float down the River Styx while as a nation we drown the memory of violence over and over again.

For there is a sickness in our society. White racism. It is classic pathology with the usual destructive behavior: acting out, denial of reality, projection, transference of blame, disassociation, justification. The sickness of racism runs deep in the history of this nation, and no institution in society is immune.

The National Advisory Commission on Civil Disorders has just released its report after a lengthy study, and the report traces the history of violent acting out through many yesterdays:

Cincinnati Riot of 1829: "White residents invaded Cincinnati's 'Little Africa,' killed Negroes, burned their property and ultimately drove half of

the colored population from the city."

New York Riot, 1863: "The crowd refused to permit firemen in the area, and the whole block was gutted. Then the mob spilled into the Negro area, where many were slain and thousands forced to flee town."

New Orleans Riot, 1870 (quoting General Sheridan): "At least nine-tenths of the casualties were perpetuated by the police and citizens by stabbing and smashing in the heads of many who had already been wounded or killed by policemen. . . . It was not just a riot, but an absolute massacre by police."

The Commission report documents scores of such examples in decade after decade. Pathological acting out of hate also can be found in lynching statistics. The authoritative *Documentary History of the Negro People in the United States*, edited by Herbert Aptheker (Citadel Press) proves that 3,426 blacks are known to have been lynched between 1882 and 1947. The National Association for the Advancement of Colored People found that between 1892 and 1918, a black man, woman or child was lynched every three and one-half days somewhere in this country.

As the President's Commission on Civil Disorders traces the patterns of racial conflict, it becomes apparent that up to and including World War II, acting out involved white racists physically attacking, destroying and burning blacks and black property. Following World War II, and to some extent during it, the pattern of racial conflict shifted. Black violence emerged, almost entirely in attacks on property *within* the black community. Few whites were physically attacked in these disorders.

This is crucial in the context of today. For whites cringing at the prospect of black violence, it should be comforting to note that the Commission finds that all of the 1967 disorders, including those listed as the eight major areas—Buffalo, Cincinnati, Detroit, Milwaukee, Minneapolis, Newark, Plainfield (N.J.) and Tampa—involved primarily destruction of ghetto property. Almost all the serious injuries and deaths

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involved Blacks killed by law enforcement agents.

Violence, black violence, has meant burning their own black neighborhoods, looting local stores, destroying property within the ghetto areas. These are attacks on the *symbols* of ghetto oppression.

Recent pathology involving law enforcement agents is familiar: State Troopers with tear gas to halt the march to Jackson, Mississippi, in 1966 following the shooting of James Meredith; the National Guardsmen who shot into Newark riot area stores which had remained untouched last summer because they bore signs indicating black ownership.

No one has made this pathology as clear as Dick Gregory, the actor and active Civil Rights worker, in an interview in the Long Island newspaper, *Newsday*, March 9, 1968. Here is part of what he said:

"You ought to try to integrate these schools like we did in Greenwood, Mississippi. Spent a whole summer talking to colored folk, trying to get them to commit their kids. Had to lie to them, tell them the government was going to protect them, but we knew damn good and well we were all going to get killed. And you finally get 12 black kids committed, but the morning school is open, you only get eight. Maybe you've got to feel what it's like to be walking down the street with that little black kid's hand in your hand. And your hand is soaking wet from your sweat, because you know what's going to happen. But the kid don't. And as you approach those steps to that school, not only are you attacked by the white mob, but also by the sheriff and the police. . . .

"The next thing you know, you're knocked down in the gutter with that cracker's foot on your chest and a double-barreled shotgun on your throat. And he's saying 'move, nigger, and I'll blow your brains out.' Which is interesting because that's the only time that cracker admits we got brains. . . .

"Maybe you have to lay in that gutter, knowing it's your time now, Baby, and then look across the street . . . laying down in that gutter, from that gutter

position and see the FBI standing across the street taking pictures. . . .

"And then as you lay there in that gutter, man it finally dawns on you that that little five-year-old kid's hand is not in the palm of your hand anymore. And that really scares you. . . .

"And you look around trying to find the kid. And you find him just in time to see a brick hit him right in the mouth.

"Man, you wouldn't believe it until you see a brick hit a five-year-old kid in the mouth."

California's State Superintendent of Public Instruction, Max Rafferty, spoke against the new Civil Rights Bill April 11, [1968], by evading the issue. The *San Diego Union* article about his speech in that city reported: "Rafferty said the Bill is 'superfluous and redundant' and would have a wicked result raising false expectations.

"'There are four things causing American sickness,' Max Rafferty told the group, 'and I think that everyone will agree there is a sickness.' Rafferty listed them as violence, pornography, law breakers, and tolerance for drug users and addicts. Rafferty said he would have voted against the Civil Rights Bill 'because it will not do any good.'"

The Jackson, Miss., *Clarion-Ledger* used both denial and disassociation in a 1964 editorial before the bodies of the murdered Civil Rights workers were found. "If they were murdered, it is by no means the first case of such disposition by Communists or their dupes to insure their silence. However, the careful absence of clues makes it seem likely that they are quartered in Cuba or another Communist area awaiting their next task. There is no reason to believe them harmed by citizens of the most law-abiding state of the Union."

After the assassination of Martin Luther King Jr., Georgia's Governor Lester G. Maddox, reported by United Press International, demonstrated both denial and what, as a clinician, I can only call *thought disorder*.

Maddox said: "Could it be the Communists had decided that he, Dr. King, had lost his effectiveness, and this

was a way to revitalize their efforts? Or was this only to pass the Bill (Civil Rights Bill) . . . I believe they done him in, and I will continue to believe that until they apprehend the killer or prove otherwise. I hope I am wrong, and the guilty person is apprehended."

This Communist-connected form of denial is particularly dangerous, for it denies not only white citizen responsibility, but it takes the race problem right out of this country. Should this projection of the race problem onto Communists continue, it could discredit both whites and blacks, who are working together to end a national shame. In addition, it will further disillusion and alienate American youths of both races, young people who seek a better future.

Denial must end, because it will take all the cooperation citizens of this country can summon to cure the sickening results of racism. Black Nationalists certainly are guilty of denial, but they are hardly a threat. Everyone knows they are playing games with their dreams of separate communities. Before his murder, Malcolm X gave up the whole business of separatism and shifted toward working with both white and black elements of the community.

Martin Luther King moved from being a black Civil Rights worker into working for a total civil peace. He rose through the ethnocentric viewpoint to the broader vision of economics and peace.

What a symbol it is: King went into Memphis over a strike of *garbage* collectors. A strike by the lowest paid men in our society.

Certainly a current, shocking example of denial is the persistent rumor that Martin Luther King arranged for his own martyrdom, that he was somehow involved with his assassin. Obviously, he knew he was in danger when he went to Memphis. He lived with danger.

It should not have been necessary for Martin Luther King to stage marches in Montgomery, Birmingham, Selma, or to go to jail 30 times trying to achieve for his people those rights which people of lighter hue are entitled to simply by being born.

The Commission on Civil Disorders clarifies the pathology of denial: "What white Americans have never fully understood, but what the Negro can never forget, is that white society is deeply implicated in the ghetto. White institutions created it. White institutions maintain it, and white society condones it."

This sickness, which the Commission has once more diagnosed, has been explained many times and many ways. Two black men, commenting 74 years apart, spoke typically and similarly about the pathology of denial. Frederick Douglass, the leading Negro abolitionist from the early 1840s until his death, wrote in 1892: "Where rests the responsibility for the lynch law . . . not entirely with the ignorant mob . . . they are simply the hangmen, not the court, judge, or jury. They simply obey the public sentiment . . . the sentiment created by wealth and respectability, by press and pulpit."

Dr. Benjamin Mays, retired president of Morehouse College, said in his eulogy to Dr. Martin Luther King Jr.: "Make no mistake, the American people are in part responsible for Martin Luther King's death. The assassin heard enough condemnation of King and of Negroes to know that he had public support. He knew that there were millions of people in the United States who wished that King were dead. He had support."

The roots of denial are as old as the nation itself. They go deep into our foundations. Thomas Jefferson, author of the Declaration of Independence, wrote the words: "All men are created equal, . . . endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." Jefferson held in bondage 106 men, women, and children—slaves. On August 26, 1814, in a letter to a friend, Edward Coles, he wrote: "Nothing is more certainly written in the book of Fate than that these people are to be free. Nor is it less certain that the two races, equally free, cannot live in the same government. Nature, habit, opinion, have drawn indelible lines of distinction between them."

Too little of our denial in thought and emotion has changed with time. White society has suffered from a long illness.

The process of disassociation is far more sweeping than that of denial, for in disassociation, large segments of one's actions are treated as though they have never existed. Reasonable Americans now realize they disassociated when they forgot about those three murdered Civil Rights workers. And it is becoming politically popular to point to our disassociation with the misery of the American Indian.

But few Americans remember the internment in the United States in virtual concentration camps of 72,000 American citizens during World War II—Japanese-American citizens. Except for the weaker parallel of Indian removal in President Jackson's day, there was no precedent in American annals for a mass internment without evidence of disloyalty, and with race as the sole determining factor. More than 30,000 families were imprisoned.

There had been a long history of strong racism directed at Japanese residents on the West Coast. As early as 1906 students of Oriental background were segregated in San Francisco schools. Japanese immigrants fared exceedingly well as farmers and, beginning in 1913, land ownership laws were passed specifically to limit Japanese land holdings in California. Limits on Japanese immigration to this country became more and more stringent over the years.

Earl Warren, Chief Justice of the U.S. Supreme Court, was California's Attorney General at the beginning of World War II. That very different man led the movement to send Japanese, citizens and aliens alike, to internment camps.

War is an emotional time, but color counts. German-American citizens kept their homes and their jobs. The racial composition of Hawaii differs from that of California. There was no such internment in Hawaii. In a speech to a convention of California district attorneys and sheriffs shortly after Pearl Harbor, Warren explained the total absence

of fifth column and sabotage activities on the part of Japanese-Americans as a "studied effort to hold off until zero hour." There are no recorded cases of Japanese-American spy activity during World War II.

The scholarly book, *California*, by John W. Caughey (Prentice Hall) describes clearly what happened after President Roosevelt signed executive order 9066, giving the War Department authority to act on *enemy aliens*.

"General J. L. DeWitt then ordered 'voluntary departure' of Japanese from designated coastal areas, an 8 p.m. to 6 a.m. curfew . . . and on March 27, 1942, evacuation of all Japanese—citizens and aliens alike. Some 110,000 persons were subject to this order, two-thirds of them American citizens. Japanese Americans of western Washington and Oregon and southern Arizona were included, but the main body to be evacuated was from California. . . .

"The evacuees were transferred to more distant relocation centers, two of them on the eastern margin of California, the other eight scattered as far east as Arkansas. These were called *Relocation* rather than *Concentration* camps. Barbed wire fences and armed guards gave the opposite impression.

"Some youths were released from the centers through enlistments or the draft, many of the young men went off to the battlefields in Europe and later in the Pacific, where they performed with extraordinary valor. A few were released to go to guaranteed jobs outside General DeWitt's prescribed area. Late in the war, a few were permitted to come back to California. Most were kept in camps until after V-J Day, and the centers were not closed until January 1, 1946."

Racism, among other things, is a chronic blaming process, a process which requires self-fulfillment. The person who needs to blame the ghetto man for living in squalor, who claims that the Negro is incapable of being educated, or that the Negro doesn't really want to work, must, by the nature of the blaming process, perpetuate that which he deplors. Less than one week after the

assassination of Martin Luther King Jr., Congressman George Bush (Rep., Texas), submitted a bill under which persons convicted of breaking the law during civil disorders would be prevented from either keeping or getting Federal jobs. The National Commission on Civil Disorders carefully explains that the dearth of jobs is a basic cause for disorders in the ghetto.

Transference is a defense mechanism by which an individual evades responsibility for his own acts by placing blame elsewhere. Perhaps no characteristic of racism is more common in this nation.

Negroes are getting tired of being blamed for living in substandard housing, for being unemployed and underemployed, and for "not taking advantage of" educational opportunities.

The Commission on Civil Disorders says: "Pervasive unemployment and underemployment are the most persistent and serious grievances in minority areas. They are inextricably linked to the problem of civil disorder. . . . Despite growing Federal expenditures for manpower, development and training programs, and sustained general economic prosperity and increasing demands for skilled workers, about two million—white and non-white—are permanently unemployed. About 10 million are underemployed, of whom six and a half million work full time for wages *below* the poverty line."

About housing, the Commission reports that "nearly six million sub-standard housing units remain occupied in the United States. The housing problem is particularly acute in minority ghettos . . . many ghetto residents simply cannot pay the rent necessary to support decent housing. In Detroit, for example, over 40 per cent of the non-white occupied units require rent of over 35½ per cent of the tenant's income.

"Second, discrimination prevents access to many non-slum areas, particularly in the good suburbs where good housing exists. . . . The Federal programs have been able to do comparatively little to provide housing for the disadvantaged. In the 31-year history of subsidized

federal housing, only about 800,000 units have been constructed. . . . By a comparison of a period only three years longer, FHA insurance guarantees have made possible the construction of over 10 million middle and upper income units."

About education, the Commission states that "education in a democratic society must equip the children of a nation to realize their potential. . . . For the community at large, the schools have discharged this responsibility well, but for many minorities, and particularly for the children of the racial ghetto, the schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation."

The Negro in our society is the victim of one of the most commonly employed devices used by individuals to avoid dealing with deep-seated inner conflicts. Projection lets a man attribute to others characteristics of his own which he knows or fears are unacceptable to others. James Baldwin, in *The Fire Next Time*, comments on how well white racists use this device: "If one examines the myths which proliferate in this country concerning the Negro, one discovers beneath these myths a kind of sleeping terror of some condition which we refuse to imagine. In a way, if the Negro were not here, we might be forced to deal within ourselves and our own personalities with all those vices, all those conundrums, and all those mysteries with which we infest the Negro race. . . . The Negro is thus penalized for the guilty imagination of the white people who invest him with their hates and longings, and the Negro is the principal target for their sexual paranoia. . . ."

"We would never allow Negroes to starve, to grow bitter and to die in ghettos all over the country if we were not driven by some nameless fear that has nothing to do with Negroes. We would never victimize, as we do, children whose only crime is color. We wouldn't drive Negroes mad as we do by accepting them in ball parks and on concert stages, but not in our homes, not in our neighborhoods, not in our churches."

Justification is fairly obvious. It is racist. And it is sick. Like a letter to the editor published in *Newsday* last

summer:

"I am a white middle class American who along with tens of millions of other middle-class Americans, both black and white, has been roundly criticized and condemned as a 'racist' by the President's Commission on Civil Disorders.

"I am a white middle-class American who served his country in World War II, who managed via 22 years of hard work and initiative to pull himself and his family out of the slums of Manhattan to life in a middle class community in a house which will require 19 more years of labor to pay for.

"I am tired of hearing Whitey blamed for all the plights and ills of the Negro in Harlem and elsewhere, and I am sick and tired of the 'get Whitey' slogans of the black extremists who would rather take what Whitey possesses rather than working for it like this Whitey has.

"Yes, I am a white middle-class American, tired but proud of my accomplishments and heritage, proud of the community in which I now reside. . . . If this be labeled racist by the learned gentlemen of the President's panel, I shall wear this label with pride."

A reprint by the group for the Advancement of Psychiatry describes the adverse psychiatric effects of attitudes in whites in which "a feeling of superior worth may be gained merely from the existence of a downgraded group. This leads to an unrealistic and unadapted kind of self-appraisal based on invidious comparison, rather than on solid personal growth and achievement. . . . And even encourages the expression of hostile or aggressive feelings against whole groups of people.

"It forces a distortion of reality and provides a target in the lower status group for the projection of painful feelings from one's self or from the significant people in the immediate environment onto members of the segregated group. Anxiety springing from unrelated personal problems may thus be combatted by inappropriate displacement of the constrictual feelings to the area of race relations. Such displacement impedes direct and mature facing and dealing with the actual anxiety-arousing conflicts."

There should be pride of race in every man. The white man who justifies his prejudice refuses to accept reasons for blacks' pride. And the Negro in our culture suffers from lack of both white and black acceptance of black dignity and honor in our history. Take a few examples: that black men were with Columbus—one of them a ship's pilot; that Estevanico, a black man, discovered and explored the Southwest; and the Negro, Du Sable, founded Chicago.

Since the man who wrote to *Newsday* fought in World War II, his life may have been saved by a Negro. Dr. Charles Drew established the method for preserving blood plasma. After Dr. Drew developed this method, blood plasma was given according to race, contrary to all scientific fact that there is no difference. This irrational practice since has been discontinued.

Men like the letter writer forget that the first man to die for this nation's independence was Crispus Attucks, that 5,000 other black men fought in the American Revolution. Blacks fought with Jackson in the War of 1812; 186,000 of them in the Civil War; blacks rode with Teddy Roosevelt's Rough Riders in the Spanish-American War; black units in World War I won special commendations for gallantry. Black men fought German racism in a *segregated* army in World War II, and black men are now dying in higher proportion than whites in Viet Nam.

Certainly racism and bigotry are not limited to the United States. They are universal. In the Sudan, the Muslim North commits genocide on the African South. In India, the Hindu racism is directed against the Dravidian of the South. The Hottentots regard themselves as the Khoikhoinin—the chosen people. The Chinese culture is highly racist; the Chinese look down on everybody else.

But our own racism is our own pathology. And we must face it. The recent rash of Civil Rights laws often is cited as an example of our progress. Yet these laws actually contain little that the Civil Rights Act of 1875 does not contain.

A critical question about the kind of society we are is answered by Dr. Kenneth Clark. Called to testify before

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the President's Commission on Civil Disorders, he said:

"I read the report of the 1919 riot in Chicago, and it is as if I were reading the report of the investigating committee of the Harlem Riot of 1935, the report of the investigating committee on the Harlem Riot of 1943, the report of the McCone Commission on the Watts Riot.

"I must say in candor to you members of this commission—it is a kind of *Alice in Wonderland*, with the same moving pictures shown over and over again. The same analysis. And the same inaction."□

Letters, which will be excerpted as space requires, may be sent directly to the editor at 40 Schermerhorn Street, Brooklyn, N.Y. 11201. Our next deadline is Sept. 14.

Women's Lib

To the Editor: The Spring issue of *Barnard Alumnae* was one of the most meaningful issues of the magazine that has appeared in recent years. I would like to congratulate you and whoever assisted you on your intelligent choice of topics and authors.

Hannah Shulman Decker '57
New York

To the Editor: Paul Goodman has pointed out that many jobs that were regarded as skilled and important some years ago when they were open to black people (truck driver, for example) are now down-graded. Many have noticed that wherever black people move is redefined as the ghetto: "Harlem" designates a much bigger area now than it originally did, and "Bedford" and "Stuyvesant" have been amalgamated.

Similarly, whatever women do is defined as "women's work" (and is compensated accordingly.) A cardiac surgeon I know has said women really don't have the stamina for surgery; but he doesn't worry about the frail little nurses in his Intensive Care Unit turning the critically ill, and rather heavy, patients.

One of the most amusing examples of interpreting the kind of work according to the sex of the worker was a *New York Times Magazine* article on Bruno Bettelheim, the head of a center for severely disturbed children. The writer portrayed Bettelheim as extremely authoritarian, dominating his staff and the entire operation of the center — in a word, masculine. For example, Bettelheim even chose all the furniture, paintings, and wall colors himself, rather than delegate this duty! It is easy to imagine that, had the subject of the story been a woman, her occupying herself with interior decorating would have been perceived as a feminine trait: busy as she is, she still finds time to satisfy her nest-building impulse. And after all, taking care of children is a

nurturant job. . . .

Has anyone done any serious work on the relationship between grammatical gender and psychological attitude? Do different from those who salute the mother people who hail the fatherland feel country? Does Uncle Sam eclipse Columbia in war time? . . .

It seems to me that it would be very instructive to know whether there is any correspondence between speaking a language which calls every object and idea male or female and one's attitude to sex-defined roles. What about genderless languages? What about languages? What about languages with masculine, feminine, and neuter genders? . . .

Arlene Weitz Weiner '61
Pittsburgh, Pa.

To the Editor: I read with much interest Alice S. Rossi's article "Women in the Seventies" which appeared in the Spring, 1970 issue of *Barnard Alumnae*. There is one point, however, which I should like to add to Dr. Rossi's remarks as it appears neither in her article nor in others I have read on the professional aspirations of women. I refer to the emphasis usually placed on the education of *women* to an awareness of their right to a choice of life roles and for the creation of a social environment in which professional women will be sufficiently accepted to make discrimination by sex a thing of the past.

In this connection it is not enough for women to "press for . . . the education of *their sex*" (*italics mine*). Boys must be educated to these goals for women as well, not only because of the obvious fact that their sex constitutes half of the population and far more than half of the employers in our society, but also because of their future role as husbands. If we educate the boys to be the kind of husbands who will make those career choices possible. Boys, after all, will marry those girls who choose to combine marriage and a career and it is a husband's attitude toward a working wife and mother that is so often crucial in the role choice of the wife. As most married career women know, the husband's emotional support is almost a *sine qua non* for a successful combination of marriage, motherhood and professional

life. The roots, therefore, of such choices for a married woman, lie not only in the woman's childhood and adolescence, but in her husband's as well.

Rena Neumann Coen '46
Minneapolis, Minn.

To the Editor: Congratulations on your Spring, 1970 issue, which continues a very recent trend of offering material of genuine interest to the alumnae who are in the professions. How refreshingly different is Jane Gould's account of "Discrimination in Employment" from the way such matters were handled in the years following my graduation. The articles on women's liberation were diverse and revealing, and I have recommended them to the Women's Studies group on my campus. I am glad to see the alertness and the challenge offered by today's students begin to permeate the bastions of alumnae stuffiness.

The permeation was, alas, not complete for Reunion 1970 advertised on your back page. Women's roles and the changing family in Japan were bypassed for art, religion, etc., and a possible panel of students from Japan discussing protests and closed universities there gave way to calligraphy, a tea ceremony, etc. Something old, something new? But in what proportion?

Rose Maurer Somerville '34
Associate Professor of Family Relations
San Diego State College

To the Editor: . . . I am as disappointed in the [Spring] Alumnae Magazine as I was in the Conference on Women. Both of these alumnae sponsored forums espouse the same philosophy, namely that women, particularly the super-educated, are constantly being undermined, underestimated and underpaid. While I certainly agree that equal work should be rewarded with equal remuneration, I cannot accept your premise that women are the super beings you claim them to be.

Dr. Rossi's article speaks of women who "tend to repress ambivalence or negative feelings toward family roles." While Dr. Rossi does indicate that this group might be a minority, she gives no recognition to the women who deem it a privilege to be able to bear children,

or, if not so blessed, to be able to adopt them and to raise them full-time!

As for the article on Barnard Women's Liberation I found it to be almost amusing. Here are two young women who are certainly impressed with themselves! When the Misses Nasper and Stein attain their ideal of "creative" work I wonder who will step in to do their secretarial and child-rearing jobs for them.

I question such number shuffling as appears in the article on Columbia Women's Liberation. In the report of the Committee on Discrimination Against Women Faculty the inclusion of the school of Dental and Oral Surgery and the omission of Teacher's College is a manipulation which does discredit to more even-minded women such as myself.

In conclusion, may I add that in the light of the world's problems and the uncertain times in which we live the very concept of a movement for women's liberation seems absurd. Rather than being an original idea, this strikes me as being a "me-too" philosophy parroting other self-interest groups that are tearing our world into separate camps.

June Rosoff Zydney '57
Rumson, New Jersey

Nature and Nurture

To the Editor: Anne Hendon Bernstein, in her odd review of *Women in Medicine* by Carol Bergman Lopate [Winter, 1970], a review laced with outmoded notions of women as creatures more prone to "emotional difficulties" than men and more "grossly distorted" than men would be by an absence of nurturant qualities, concludes that women should be encouraged to practice certain kinds of medicine that have obvious links with women's traditional roles of wife and mother. Interestingly enough, in Russia, where as most people know women constitute about 75 per cent of the medical profession, the medical profession is found perfectly consistent with women's socialized tendencies to enjoy caring for others. Also, the profession has far less prestige than it has here. When babies were delivered by midwives, that profession had little prestige. When gynecologists and obstetricians took over, fees and prestige rose. When men were

secretaries, they had their portraits painted by Raphael. We all know what the prestige and salaries of women secretaries are, even those with the title "executive secretaries." Women will not be able to participate in any professional careers as equals with men until sex-role stereotypes are eliminated; a review such as Mrs. Bernstein's helps to perpetuate such stereotypes, which are unfortunately as widely held by men as they are by women.

Ann Sutherland Harris
Assistant Professor of Art History
Columbia University

Essay Contest

To the Editor: I am writing to express my basic disagreement with an item on p. 35 of the winter issue which announces an essay contest for alumnae on "the groundwork and events that led to Barnard College." While I have no desire to offend the anonymous alumna who suggested the contest and who has generously put up the prize money, I cannot help feeling that such a contest is a waste of alumnae time and talent. Let me explain why: 1) at least three histories, one as late as 1964, have already been published which amply cover "the groundwork and events that led to Barnard College." From a practical standpoint, accordingly there is no need for alumnae to rewrite this material; 2) from an ideological point of view, no amount of wishful thinking can stimulate today the same historical conditions and considerations that led to Barnard's founding. Barnard's goal has ever been the higher education of women, but such education must be responsive and relevant to the needs and problems of today's young woman, not to the needs and problems of an Annie Nathan Meyer; 3) if there has to be an essay contest, I would like to suggest that an infinitely more appropriate subject for alumnae to write about is "the future of Barnard College." For the future is what all of us — trustees, administrators, faculty, students and alumnae — who are interested in Barnard should be concerned with. And, believe me, I think that most of us who have some knowledge of what Barnard is facing, are concerned.

Barnard today faces problems of war, race, co-education, housing, curriculum, and relevance — to name a few of the more pressing ones. At the same time that administrators, faculty and students debate these problems and chart the future course of Barnard, the College must be kept open and running. Light bulbs for our classrooms, for instance, must be paid for. I am afraid, accordingly, that alumnae essays on "the groundwork and events that led to Barnard College" cannot help the College with either its future or present problems. What will help Barnard instead in these critical times is the understanding and support of her alumnae.

Iola Stetson Haverstick '46
New York City

Mrs. Haverstick is a trustee of the College.

Fund Appeal

The following letter was addressed to the Chairman of the Barnard Fund Alumnae Committee:

In your letter of May 6th, addressed to the Alumnae of Barnard College, you urge support both moral and financial, for the college, especially in regard to a forth-coming "convocation called to protest national policy".

May I ask if our donations will go to pay for the continued destruction of campus property and the forced occupation of buildings and the dislocation of college functions as in the first "protest"? Can any amount of money ever compensate for the loss of invaluable records wantonly ransacked and scattered in President Kirk's office?

As for "moral" support, where were the "idealistic" students of Barnard when bombs fell on Nagasaki and Hiroshima, when the British and American Air Forces destroyed the city of Dresden killing thousands upon thousands of innocent men, women, and children? Why did they not protest the Katyn Forest Massacres? And why did they not protest the recent treatment of Czechoslovakia by the Russians? Could it be because leftist propaganda emanating from Communist sources has been swallowed, hook, line and sinker, by

gullible students, and apparently by the faculty, too.

As long as legal and legitimate channels are open, let us, as law-abiding citizens, make our protests through them. The rioting, marching and dislocation of college functions can accomplish nothing except to bring justified contempt upon the student body and the administration. I include the latter because what it needs now, far more than money, is a shot of courage in both arms and the transplanted of a good sturdy backbone to replace the present gelatinous mass.

Let's quit wringing our ineffectual hands and stop catering to small but threatening minorities bent upon destroying our institutions so that they may profit by the ensuing chaos. Let's meet anarchy with firmness and bring back a reign of order so that our colleges may once more be bastions for intellectual freedom exercised in the traditional atmosphere of peace and dignity.

Josephine Powell Beaty '19
Barboursville, Virginia

Hope Simon Miller '45, Chairman of the Barnard Fund Committee, replies:

I am very appreciative of the fact that you took the time to write a letter expressing your feelings.

In my letter of May 6, I stated that "a special convocation of Barnard students, faculty, and administrators has voted to protest a national policy to which they are conscientiously opposed." I specified that I was aware that not all alumnae would support this particular action. Most important, I felt, was that this action had been taken in a most constructive way and that educational responsibilities had been maintained.

No buildings were occupied; no property was destroyed. Efforts were made to assure that all points of view were heard and that students were able to finish their work for the semester. Barnard's "protest" was generally conducted in a dignified way and in a manner of which all alumnae could be proud — regardless of their political beliefs.

In essence we were — and are — asking you to support Barnard College as a

place where "important issues are a matter of immediate concern, but where the educational process is paramount."

I do hope I have clarified our position . . .

Reunion

To the Editor: Upon receiving notification that Barnard's participation in the national student strike would be discussed at the Annual Meeting of the Associate Alumnae, I decided to attend in hope of finding out how other alumnae felt about the strike and the events which precipitated it. At the meeting I was dismayed by a number of things, the first of which was President Peterson's apologetic neutrality towards the strike, which echoed the tone of a recent appeal for alumnae contributions to the college. Neither apology nor neutrality seem appropriate attitudes to actions which demand and deserve encouragement and participation.

The second was a comment by one of the alumnae, who urged that students direct their attention to the United Nations. This in itself is laudable (although the U. N. certainly hasn't been a successful peacemaker in Southeast Asia), but it was proposed as an alternative to "tearing down institutions". It's not clear to what the speaker was referring but it is clear that she hadn't listened to the panel's presentation, which mentioned, among other things, petition campaigns, trips to Washington and discussion with members of the community at large. These do not strike me as tearing down institutions. Perhaps she was referring to the suspension of normal activities in response to the sense of crisis, but any college or university which claimed to prepare its students for life in the world and taught them to remain inactive in the face of social injustice and governmental irresponsibility would surely be derelict in its duty.

The third disturbing thing was the sudden mass exodus while discussion was still going. I am not sure what its cause was — boredom, impatience, the discomfort of hard chairs — but it struck me as exemplary of the indifference with which most of us react to events which do not directly impinge on our

daily personal lives. It is just this indifference which has permitted the extraordinary concentration of power in the hands of a small number of people in this country, acquiesced in the development of the 'military-industrial complex', remained ignorant of the plight of those Americans prevented from participation in the nation's wealth, and in general contributed to the decay of political institutions originally designed to serve an aggressively responsive citizenry. It is this indifference on the part of their elders which leaves to the young the task of trying to shorten the distance between the ideals taught in civics courses and served by the mouth of almost every hack politician and the reality which surrounds us, to act on the principle that in a democracy each citizen is responsible for the actions of his government. I am normally confident that Barnard alumnae do not share in this indifference, but at the Associate Alumnae meeting this confidence was, rightly or wrongly, quite shaken.

The invasion of Cambodia, the killings of students in Kent and Jackson, the desperate flag and fist waving by construction workers are but symptoms of the illness of our society. But they are severe symptoms, and the national student strike is a recognition of their severity and an expression of the determination to change, before it's too late, the suicidal course this country seems to be on.

Helen E. Longino (1966)
Baltimore, Md.

Weak on Welfare

To the Editor: Jane Bingham's article on welfare cooking was rather surprising. Neither she nor her welfare adviser seem to know anything about economy in the kitchen. Anyone familiar with old-style management could have produced tastier and less expensive meals. Particularly I advise a look at the original *Fanny Farmer Boston Cooking School Cook Book* on the part of welfare departments.

Anyone who wants bread can raise their own yeast sponge from 1 potato per year.

Irish soda bread is easier, better and

cheaper than self-raise flour — produces no headaches.

As for Jello, nonsense! Get hospital-size Knox and make your own.

She had no stock pot and no dripping dish. She should have had both. To thicken the stock pot, shake the crumbs from the bread wrapper and dry in a glass jar. Set in a sunny window if the oven has no pilot.

As for detergent waste — get a soap basket and use the slivers as was done in the war. Also try bicarbonate of soda solution which is also an excellent air freshener.

Personally, I'd save the milk and salt the oatmeal.

A&P sells short ends of bacon, excellent for use as bacon crumb garnish, in this case for regular food.

Finally, always let bread set a day. You'd have to if you baked for economy and early in the morning is the time to get day old in the markets.

All these things did I learn from my Grandmother's cook as part of a housekeeping education. And it's never too late.

Cynthia Halsey '56
New York City

To the Editor: June Rossbach Bingham's article on welfare eating left me completely dismayed. From her introduction, it appeared that she started on the venture with the predetermined attitude that it was going to result in bleak, miserable, un-nourished meals — and she certainly proved it.

On the contrary, I believe that for Mrs. Bingham's allotment of 60 cents per person per day, one can provide a nourishing and delicious menu, high in protein and low in carbohydrates. Here is one possible menu:

Breakfast:

1 oz. wheat germ	3¢
½ cup reconstituted milk	2¢
1 large egg	6¢
1 slice whole wheat toast, with oleo	2¢
tea	1¢
vitamin C tablet	1¢
	—
	15¢

Lunch:

carrot and raisin salad	4¢
tuna salad sandwich, with lettuce, on whole wheat bread	11¢
whipped gelatin	2¢
apple	5¢
tea	1¢
	—
	23¢

Dinner:

beef liver with onions	15¢
mustard greens	3¢
parsley-paprika rice (converted or brown)	3¢
leaf lettuce with shredded carrot and radish and home- made oil and vinegar dressing	2¢
canned peach	4¢
tea	1¢
	—
	28¢
Total	66¢

This may not be the most desirable menu for one who is used to dining à la Julia Child, but it is certainly wholesome and to my mind, quite good food. And one doesn't have to stick to liver — on 66 cents per day one can also have such dishes as halibut or perch Florentine, roast chicken à l'orange, and others, made with only slight modifications of the gourmet recipes. I have based my costs on Denver prices, which may be lower than those in Mrs. Bingham's city, of course (especially prices in low-income areas). But allotments of staples would considerably reduce the total food cost. (The distribution of surplus foods may be bad, but then that's what needs to be changed, not necessarily the food allowance).

Much of Mrs. Bingham's hunger was due, I believe, to a lack of knowledge about nutrition. With her high-carbohydrate breakfast and lunch, it is no wonder she lacked energy. In spite of her belief, there are a number of good sources of cheap protein, such as cheese, eggs, glandular meats, and soybeans. (Although Mrs. Bingham couldn't afford eggs, she could afford jelly and Worcestershire sauce — at a price which would have bought 7 eggs). She failed to serve a complete protein in the same

meal as her beans, so they supplied little useful protein. Although she mentions legumes are cheaper than meats, she served few of them. Yet the more nutritious vegetables, such as mustard and turnip greens, cost only about 3 cents per serving. (When cooked in milk, they do not have such a strong flavor). By making use of parts usually thrown away in preparation (such as radish and beet tops), one can also obtain many nutritious vegetables for free.

I suspect also that much of Mrs. Bingham's hunger was due to her mental state and her lack of exercise. Hunger arises often as much from self-pity and boredom as from nutritional need. Mrs. Bingham felt sorry for herself because she "had" to do without some foods she wanted, but I wonder if she did not at least subconsciously deprive herself of those foods simply so she could feel sorry for herself. (If she couldn't afford 1 1/2¢ for a slice of bread, why did she buy such an expensive brand of tuna?) I recognize that a number of those on welfare also suffer from self-pity and boredom, but then let us realize that we might provide additional food because of a mental, and not a nutritional, need.

There is a tendency to believe that if people like Mrs. Bingham, who are intelligent and well-educated, cannot survive on a welfare budget, nobody can. But people like Mrs. Bingham are probably the least qualified to try. If in 30 years she and her husband have never had a serious argument about money she very likely has never really lacked money, and never made an effort to live cheaply. Living cheaply, like just about everything else, does require practice. In many cases our welfare food allowances are inadequate, but in others they are sufficient if some planning and imagination is used. Assuredly, an increase of only 2 or 3¢ a day per person would allow more freedom in planning, with only a small increase in cost to the taxpayers. But additional money for food will do little good from a health standpoint unless better nutritional planning is done. It may be difficult for those on welfare to change their food habits and eat more nutritious-less expensive foods. But if they do not learn that change is a necessary part of advance,

will they (and their children) ever get off welfare?

If we want to, we can prove that just about anything is impossible. I think, however, that our efforts would be more useful if we set out to prove that many things actually are possible, and to help people attain those possibilities.

Judith L. Hamilton '61
Denver, Colo.

June Rossbach Bingham '40 replies:

Well, here I sit with egg (\$.06) on face.

It is perfectly true, as Cynthia Halsey '56 surmises, that I know too little about "old-style management in the kitchen" or raising my own yeast. But unfortunately the same applies to large numbers of people on Welfare.

As for Judith Hamilton '61, a brief moment of research would have alerted her to the fact that the menus she devised on New York's \$.66 per person per day were far too lavish since Colorado provides only \$.51 cents. Prices, furthermore, appear to be much lower in Denver. The tuna I bought that appeared so expensive to her was the cheapest I could find without spending thirty cents each way for bus fare.

I can't help wondering whether other readers too were startled at the comparative youth of these two correspondents. I hope I'm not the kind of grandmother who minds being taught how to suck eggs, but in each case when I first read the letter I was certain its author would turn out to be my *senior*. I also wonder whether alumnae of all ages might not question our old assumption that if a person has a college education, particularly a Barnard one, she can easily pick up the other skills necessary to optimum functioning in the wider world.

Stimulating Science

To the Editor: I thought the Winter, 1970 number of the *Barnard Alumnae* especially fine. It was stimulating, exciting, encouraging. It is a privilege to have the speech given by René Jules Dubos. We do so badly need the services of these conscientious scientists, like the

"Scientists and Engineers for Social and Political Action" who are engaged in a national no-war research pledge campaign. . . .

Florence Rees Moore '12
New York

Housing

To the Editor: In response to the articles on housing in the Winter, 1970, issue of the *Barnard Alumnae*, with its emphasis on abolishment of curfew and parietals, I would like to refer to an incident described in the New York newspapers. . . . A 17-year-old Barnard freshman, out all night, was found dead of an overdose of heroin. Is it 'progress' that the College has relinquished *in loco parentis*?

Louise Pirl Healey '65
Jackson Heights, N.Y.

To the Editor: As a member of a class that has had its 50th reunion, I am well aware that I am an old fuddy-duddy. As such, I would like to make this comment on housing. I thoroughly agree that students who wish to live in the city rather than commute should be able to do so. That was, believe it or not, a hardship even 50 years ago. What I do not understand is why the college should be expected to provide a house of assignation for girls with boy friends. I am not concerned with their morals, that is their own private affair and no business of mine. Nor do I have any interest in preaching or interfering.

But considering the increasing costs of education, I fail to see why colleges and universities should subsidize extra-curricular activities such as drag-racing, sky-diving or sex.

Lucy Dewey Brandauer, 1919
Aberdeen, Md.

Silent Spokesman

To the Editor: Is the silent majority so still that no one could be found to balance the weight of three articles on the Viet Nam March?

Helen De Vries Edersheim '41
New York City

The Mesquakie Battle for Relevant Education

By Karen Samuelson Brockmann '57

In the gently rolling hills of east-central Iowa, along the banks of the Iowa River, live almost 500 Mesquakies. (Some 200 more officially enrolled members of the tribe live scattered throughout the United States.) Descendants of the Indians named Fox by the early French traders, the Mesquakies live not on a reservation, but on almost 4,000 acres of tribally owned land.

More than one hundred years ago, as more and more white settlers were moving west across the Mississippi and putting down roots in what had been Indian territory, the Mesquakies were officially removed from Eastern Iowa and sent to Kansas. The geography of this area seemed less hospitable to those who had gone (not all did) and before long they were eager to return to their wooded home.

The tribal leaders fortunately foresaw the trend of settlement and realized that the Mesquakies would always be pushed around unless they had some land legally stamped as theirs. With money from the sale of some ponies, the Mesquakie tribe made its first land purchase in 1857 and subsequently added to its holdings. The land is still owned by the tribe and the tradition of responsibility to the whole tribe in decisions affecting the land is strong. Custom requires that the least child consent, in the event of a sale or a major decision on land use and also decrees that the last yet-to-be-born Mesquakie must also be consulted before such a decision is made. This sense of responsibility to future generations prevented the establishment of a sawmill on the settlement some years ago.

With the land as an anchor and refuge the Mesquakies have retained their language and many of their customs. Mostly woodland, the land is little farmed, and most Mesquakies must work off the settlement. Few are employed in the neighboring towns of Tama and Toledo, where Indians who apply first with better qualifications are not surprised if they lose out in job competition to less qualified whites applying later. Many Mesquakies on the settlement commute to Marshalltown, 15 miles away or even Waterloo, about 50.

Despite this daily economic contact with the white mainstream, the Mesquakie language shows no signs of dying out. Spoken in the home and by Mesquakies among themselves, the language maintains a position of strength. There seems to be no reluctance on the part of Mesquakie young people to communicate in Mesquakie, indeed it is clearly a source of pride to be able to speak in another language. Children volunteer, "I can speak two languages, can you?"

Despite these encouraging signs of culture preserved, there are some disturbing portents. It is said that a number of families no longer understand and pass on to their children the meaning of their Mesquakie names, nor do they all observe the traditions centering around a newborn child. An effort is being made to record songs, tales and legends before the best resource people are no longer around. In short, there is some fear that time may be running out and some parts of a precious heritage lost if more is not done to ground Mesquakie young people in their traditions before the older bearers of custom have died.

The role that education plays in this problem and any potential solution is critical. At present, Mesquakie children attend school in a Bureau of Indian Affairs building on the settlement for the first four grades. Kindergarten and grades five through twelve are located in the neighboring towns. The Bureau of Indian Affairs has been operating the school on a contract basis with the local district. The district hires the teachers and determines the curriculum. In line with apparent BIA policy in similar situations, the BIA would like to get out of the education picture entirely.

The Mesquakies would like to get in. Their children are in, of course, but as recipients of an educational program which makes no effort to consider their special heritage. Although the children learn Mesquakie first and speak it at home, they are thrust into an English-speaking world from their first day in school on. They are confronted with textbooks ironically titled *English is our Language*. There is no work in Mesquakie, there is no TESOL program (Teaching English to Speakers of Other Languages), there is no tutoring program to help children

who after all are doing all their work in a second language, and perhaps worst of all, there seems to be no affirmation of their cultural heritage and values nor any acceptance of their families' right and need to have any voice, let alone the dominant one, in their children's education. As Robert Roessel, pioneer administrator in Navaho education, has said, "Education can be a shattering experience when one is taught nothing but negative things about himself . . ."

Untroubled by such considerations, both the BIA and the local school district would like to put all the Mesquakie children into the local schools, in line with the traditional policy of education for Indians which has been simply to treat Indians as if they were rather stupid white people. As an administrator of the local school district says, they have to live in white society sooner or later, so the sooner the better.

Since the BIA wants out and the local district thinks that all the Mesquakies need is the same thing as white middle-class students, the tribe would like to determine educational policy for its children. At present, the tribe has no voice in such policy except to the extent that it can bring any influence to bear on the BIA at contract negotiation time. Mesquakies do not vote for school board members, nor can they run, although their children spend eight or nine years in district schools. When the tribal council sent a representative to a curriculum committee meeting, her recommendations that the school district at least include some Indian cultural material barely were reported to the full board.

In the belief, amply documented by past performance the Mesquakies say, that the local district does not really want to educate their children, they want to run their own system. A preliminary step was the fight in the summer and fall of 1968 to keep the BIA school from closing. Without consulting the tribal council, the BIA simply announced one day in mid-summer that the school would not be reopened. The tribe brought suit. Many Mesquakie students boycotted school, and after the case had been heard, the court ordered the BIA to reopen the school. It is ironic in some ways that the

Mesquakies fought so hard to keep the BIA school, because it is not tailored to their needs. It does, however, have only Mesquakie students, so that the young children don't have to face frequently hostile whites nor ride into town with a bus driver who may have a grudge against Indian children. For these two reasons alone, it is worth keeping the school open. More important still, the BIA has responsibility through treaty and tradition to provide for the education of Mesquakie children. This responsibility had to be kept alive.

What the tribe aims for is a school funded by the BIA but run by and for Mesquakies. Ultimately, they would like a complete elementary and secondary school but aim for at least elementary grades as a first step. Such a school would, it is hoped, be bilingual with instruction in both languages, teach Mesquakie cultural history, and above all would be controlled by Mesquakies.

The local district clearly resents these efforts and has vigorously attacked "outsiders" working with the Mesquakies.

The procedures necessary for realizing the Indians' hopes are complicated and unclear, and much may depend on the stand of the administration's new BIA chief. The Mesquakies have won the right to have the BIA continue its school for one more year, and in the meantime they hope to press forward toward their own goal. Tribal representatives may meet with the appropriate Senate subcommittee again. Earlier, the BIA had given the green light to a Mesquakie school, but that was the BIA in Washington, and no one bothered to inform the tribal council of the decision until it was too late to take any action for the school year just ended.

Certainly the Rough Rock Demonstration School's program is relevant, and its initial success in involving both community and students and its proof that Indians can run their own school for their own community should be a help to the Mesquakie cause.

If the BIA can contract with Navahos to run their own school system, there is no obvious reason why it cannot do likewise with Mesquakies or any other interested tribe.

Ultimately the issue resolves into two

conflicting views of the United States: one maintaining that we must all be white middle-class Americans or reasonable facsimiles thereof, and one suggesting that the country is large enough to accommodate and benefit from many cultural traditions and heritages. At a time when many are bemoaning the heritage lost in assimilation of immigrants and suppression of their languages, it seems short-sighted indeed to fail to aid a strong, vigorous culture fighting to maintain itself and make its contribution to American life.



Top: Mesquakie children decorate a papier-mache monster made by several members of Mrs. Brockmann's group of volunteers with the American Friends Service Committee. Mrs. Brockmann spent last summer with the AFSC on the mesquakie Indian Settlement in Iowa. She is a member of the Department of Modern Languages at Western College for Women in Oxford, Ohio. Bottom: Mrs. Adeline Wanatee, a member of the Tribal Council and the tribe genealogist, shows how to make fried bread over an open fire.

The AABC Honors A Distinguished Alumna



At 100, Alice Kohn Pollitzer '93, Barnard's 1970 Distinguished Alumna, is a vibrant, vital woman who maintains an active interest in social reform. Shortly before Mrs. Pollitzer's birthday, May 31, three of us went to the home she shares with her daughter, Aline Pollitzer Weiss '17, for a chat. Ruth Saberski Goldenheim '35, Nora Lourie Percival '36, and I were greeted at the door by our hostess. She reminisced in her sitting room about her soapbox days, as a suffragette and as a campaigner for Franklin D. Roosevelt, about her work at the Walden School and in founding the Encampment for Citizenship, at 75, with Algernon Black. When we left, enchanted, Nanny Pollitzer bade us return often to visit with her. We plan to do just that.—JZR.

Top: Mrs. Pollitzer accepts the Distinguished Alumna Award as Ruth von Roeschlaub '29, chairman of the Awards Committee, and AABC President Ruth Saberski Goldenheim '35, look on. She thanked the alumnae gathered at Reunion for "the welcome that I feel at Barnard. It has been a great joy for me to be associated with Barnard ever since its beginnings. I seem to be a good beginner; I don't know about how good a finisher." Bottom: Mrs. Pollitzer at the time of her graduation and marriage to Sigmund Pollitzer.

*Citation
of the Associate Alumnae of Barnard College
in honor of
Alice Kohn Pollitzer '93*

It is with particular pride that we honor today Alice Kohn Pollitzer, a member of the first graduating class of Barnard College, who throughout a lifetime that spans the history of the College, has consistently applied the ideals of a liberal arts education to the day-by-day problems confronting the society in which she lives.

Married to Dr. Sigmund Pollitzer shortly before graduation, and the mother of two daughters, Alice Pollitzer is a life-long resident of New York City. Before the turn of the century she became involved in volunteer social service work and over the years she has been actively associated with many organizations designed to aid the young and the old and the poor in this community. At the same time her respect for the rights of the individual led her to participation in movements for the protection of civil liberties and for political reform. In 1965, in recognition of her efforts to make this City a better place in which to live, she was awarded the New York City Medallion of Honor.

Perhaps education, in its most fundamental sense, is the interest nearest her heart. At the Walden School she helped to organize classes in English and citizenship for refugees fleeing Europe before World War II. After the war, at age 75, she was instrumental in establishing, under the sponsorship of the American Ethical Union, The Encampment for Citizenship. This is a summer project for stimulating young people from all parts of the United States and many foreign countries with the ideals of citizenship. In the 25 years of its existence, more than 4,000 teen-age participants of different racial, economic and religious backgrounds have attended the Encampments and it is a tribute to the inspiration they received that so many are now active in some aspect of public service. This year The Encampment for Citizenship celebrated the 100th birthday of its Honorary Chairman, Alice Pollitzer, by announcing the creation of a scholarship fund in her name to honor "the personality who has given vitality and strength to its program since the beginning."

The alumnae of Barnard College owe special gratitude to Alice Pollitzer. Not only was she a founder of the Alumnae Association and its President from 1913 to 1915 but, by her example she has shown what may be accomplished in a troubled world by a woman of liberal philosophy and dedicated purpose. As an expression of their gratitude and affection the Associate Alumnae of Barnard College present the Distinguished Alumnae Award for 1970 to Alice Pollitzer, Class of 1893.

June 5, 1970

Money Management: In the Mailbag

By Faye Henle Vogel '40

Thank you for your letters. Like everyone else, Barnard alumnae are concerned about the two fundamentals that rule decisions for every dollar invested for the future. First you ask how to achieve growth of capital now-income later. Next, you are concerned with the wisdom of buying annuities to build future spending power.

With our dollars buying us some 6 per cent less in goods and services during the past 15 months and with the securities markets, as measured by the Dow Jones industrial average, down 30 per cent in the same period, it takes courage to articulate.

The traditional methods of investing for growth have been three-fold:

¶ Buy the common stocks of companies whose earnings over a five-year period have registered gains of 20 per cent or larger gain. Hold these issues as long as such earnings continue and possibly switch all or a portion of such investments into newer growth candidates as they appear.

¶ Invest in special situations; a great catch-all phrase for a rather speculative means of capital building via the purchase of securities of companies about-to-merge or liquidate or in some way drastically change their character.

¶ Finally, for those with greater capital, ventures into the real estate markets.

How realistic is this today?

At mid-May, many a growth stock had shown a somewhat sharper decline than some of those "blue chips" that have plunged an average of 30 per cent. As for real estate, the potential for current gain had all but vanished, wiped out by tight money—difficult to borrow even at high interest rates—by soaring construction and maintenance costs. Hopefully, there will be a "correction"—stock prices will rise, money will become more available and inflation will be curtailed. Is a major "correction" on the horizon? A minor one? No "correction" at all? There are far too many imponderables to allow a meaningful answer to the question of building capital now. Instead,

the best one can suggest is a run for shelter.

If you have cash right now, make certain it is earning top interest. If you have stock market losses, hold on until you are as certain as you can be that the market is really moving upwards. Then clear out any but the best quality issues you own. Look for growth in that upward-to-come market among the top quality stocks in the strongest companies represented by such industries as the oils, drugs, housing, major makers of electronic equipment.

The income-later portion is easier. How? This depends upon when is later. It could come from high dividend common stocks such as utilities, from trading more speculative issues and using long-term capital gains to meet income needs, or from investing in high-interest bonds. Always be as wary of bonds as you are of common stocks.

If the current era hasn't taught you that you can lose capital as easily by buying bonds as buying common stocks, learn this immediately!

What about mutual funds for growth now-income later? In a rising market this has been successful, though it takes as much skill to pick the right fund as to select the right stocks. However note this: between January 1969 and May 7, all mutual fund shares showed a loss of 30.1 per cent versus the 23.4 per cent loss of the Dow Jones industrial average in that period. On the down-side, growth type stock funds fell most, down 35 per cent while income funds slipped only 18.8 per cent.

Annuities? Figure the percentage return you'd have received if you had bought say a \$30,000 annuity ten years ago and choose equal quarterly payouts now. Would the dollars you would be receiving have kept pace with your declining purchasing power? It is pretty certain that trying to live on such fixed income would drastically curb your style. This is why many insurance companies are now offering a variable annuity.

The concept of the variable annuity—in which the payout is geared to the cost-of-living—is not new. It was pioneered successfully in 1952 by an organization called CREF (College Retirement Equities Fund), an offshoot

of Teachers Annuity Insurance Association. However, in order to provide a fluctuating pay-out, the premiums paid into a variable annuity plan are heavily invested in common stocks.

Many commercial insurance companies are beginning to offer this type of annuity on a group basis, although a few companies offering variable annuities to individuals can be found. Can the variable annuity actually fulfill its pledge of a higher payout when the cost of living rises? There is evidence that these annuities can only fulfill this pledge if stock prices also rise. During periods like the present, of declining stock prices and higher bond yields, it is the fixed payout annuity plan that fares better.

Reunion News

Margaret Bates Is New Trustee

Margaret Pardee Bates '40 has been elected to a four-year term as alumnae trustee. She was installed Friday, June 5, at Reunion, to replace Mary Maloney Sargent '40, as one of four alumnae trustees on the 26-member board. The other three alumnae serving in that post are Ruth Saberski Goldenheim '35, Ann Ayres Herrick '28 and Anne Gary Pannell '31.

An English-American studies major at Barnard, Mrs. Bates earned an A.M. degree at Washington University in St. Louis, Missouri.

She has served as a trustee of the Monterey Union High School and Junior College District, the Monterey City School District, and of the State Colleges of California; as a director of the Monterey Peninsula League of Women Voters, the American Association of University Women, and the Monterey County Symphony Association, and as a member of the California State Board of Education.

Currently, she is Vice-President of the Council for Basic Education in Washington, D.C.; California representative of the National Committee for Support of the Public Schools; Adviser to the Lyceum of the Monterey Peninsula for Gifted Children and a member of the (California) Health and Manpower Council; the Panel on Basic Studies for Education Professions Development Act, and the National Advisory Allied Health Professions Council.



Reunion 1970

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Pamela W. Lyall
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Summit, N. J. 07901

Four members met for supper after the Alumnae meeting at Reunion, June 5th: *Nessa Cohen, Helen Cooley, Florence Meyer Waldo* and your correspondent. *Carrie Kaplan Medalie* and *Alice Rhein-stein Bernheim* were present for a short

period but regretfully had to leave before supper. We had a pleasant quiet time chatting about our interests and not-so-active lives. We shared what information we had from 14 other members of our class members.

Georgina Bennett did a good deal of gardening until she broke her wrist in '68. *Alice Rhein-stein Bernheim* no longer practices medicine and "being known as a calciumnut, I have told a good number of old people how to take calcium and wit-





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ness much improvement in health and vigor." *Luella Bovard* has been in the hospital and home with broken hip and leg for almost a year. *Fannibelle Leland Brown* is living at Bayview Manor in Seattle where she is recuperating from a recent illness.

After retirement, *Margaret Byrne* was head of the Math Department at St. Joseph's College in Brooklyn and has been treasurer of the YWCA for some years. Her son Robert is a professor of music at Roosevelt U in Chicago. *Fredericka Loew Coussirat* has been president of the Seven College Alumnae group for over 10 years. *Anna Tattershall Dean* has recently moved to a nursing home in Pa. *Edith Fettretch Marsh*, who lives in N.H., was unable to attend reunion—"even a trip to Boston is quite an ordeal and New York, out of bounds! She still has a driver's license to make short trips to the P.O. and marketing.

Carrie Medalie has had 20 trips all over the world to spread good will with the approval of former Secretary of State Dulles. She has taken summer courses at Brandeis and 2 summers at Columbia in '67 and '68. *Florence Waldo* visited her son and family in Madrid last year. She spent her first winter in Florida visiting her nephew and family in Delray Beach. *Blanche Reitlinger Wolf* has 7 grandchildren.

The Class pays tribute to our loyal and devoted class correspondent, *Alice Draper Carter* who died in late April. It was always a pleasure to receive a plea for class news from her, sharing her enthu-

siasm for the class and asking for information of our activities and travels that we might have enjoyed. We shall greatly miss her and all she contributed.

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Marion Monteser Miller
160 East 48 St., Apt. 7-R
New York, N. Y. 10017

The Class of 1910 was well represented at the recent 1970 reunion by 12 members, some of whom came from distant parts of the country. Present were: *Carrie Fleming Lloyd*, *Adelaide Loehrsen*, *Mabel McCann Molloy*, *Helen Wise Rothschild*, *Edna Heller Sachs*, *Dorothy Kirchwey Brown*, *Helen Crossman*, *Lillian Anderson Duggan*, *Florence Rose Friend*, *Florence Read Miles*, *Etta Waite*, and *Marion Monteser Miller*.

A very pleasant luncheon at the Men's Faculty Club at Columbia was enjoyed by the 1910 classmates. Some were accompanied by their daughters, which added to the festive atmosphere. The afternoon was spent at the Alumnae meeting at Barnard, following which an informal supper gave

classmates and other friends the opportunity for an informal visit.

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Margaret F. Carr
142 Hicks Street, Apt. 5D
Brooklyn, N. Y. 11201

There were 149 members of the class of 1915. This June of 1970, 85 were alive and about 55.29% responded to the roll call of the Class, either by attending in person, or by letter and telephone.

Twenty attended Reunion: *Edith Stiles Banker*, *Helena Lichtenstein Blue*, *Ella Louria Blum*, *Margaret Carr*, *Nina Washburn Smith De Muth*, *Ruth Gross First*, up from Miami; *Fannie Markwell Floersheimer*, all the way from Honolulu; *Jessie Grof*, *Lucy Morgenthau Heineman*, *Grace Louise Hubbard*, *Fannie Rees Kuh*, *Helen MacDonald Kuzmier*, *Emma Kelley Locke*, *Rosalie Appelt Stern*, *Elsie Oerzen*, *Estelle Wasserman Plaut*, *Catherine Fries Schick*, *Helen Blumenthal Valentine*, *Helen Lachman Valentine* and *Alice Webber*.

After sherry and crackers, we enjoyed the delicious Reunion Luncheon in the Deanery. *Barbara Hertz*, *Helen Lachman Valentine's* daughter talked on the type of student who goes to Barnard. *Ella Blum* cut a huge 55th Reunion cake and expressed hope for '75. After lunch we heard a written report from *Margaret Pollitzer Hoben* about her activities in Milwaukee.

Lillian Jackson Sullebarger has been at Meadow Lakes Village for 2 years. *Dorothy Stanbrough Hillas* spends all winter in her apartment in Florida. She is having a grandson married and expects her first great grandchild in July. *Henrietta Krinsky Buchman* is in a nursing home in St. Louis. *Nina De Muth* is enjoying a heavy social life. *Fannie Kuh* had a trip last year to Scandinavia. *Isabel Totten* and *Dorothy Krier Thelander* are both volunteer workers at Heath Village. *Ruth First* is active in the Miami, Florida Barnard Club. *Emily Lambert* is busy with her sister *Constance Lambert Doepel*, who is ill. *Dorothy Storer Mann* has had a broken hip and her hus-



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band, surgery. *Grace Greenbaum Epstein* has 2 grandsons in college. She spends her summers in Easthampton, L.I. where she has a house. *Irene Hickok Nelson* is basking in old age". *Grace St. John* is now Sister Mary Grace St. John, a professed nun. *Rosalie Appelt Stern* had a tale of woe in that a bus ran over her foot fracturing 5 toes. Two years before that she fell and fractured her hip and the following year she had a cataract operation. She is enjoying her granddaughter, daughter of *Ruth Stern Ascher '49*.

Olga Marx Perlzweig is off for Holland and Switzerland. She has been doing research, writing and translation. *Federicka Belknap* was overcome at the thought of the 55th reunion, and did not attend. *Edna Astruck Merson* has been working as a volunteer in 201 Complex elementary school. *Natalie Wood Logan* slipped on the ice last winter and is hobbling around with a cane. *Mildred Moses* is a member of civic clubs, AAUW, the Poetry Society of Virginia and the English Speaking Union. *Katherine Fox Krenson* sends greetings from Atlanta. She is no longer active in her Garden Club. *Edith Hardwick* has had the long illness of her sister to care for. She is in Princeton enjoying the friendships of Meadow Lakes Village.

Elsa Berghaus Fair has 2 daughters and 3 grandsons; *Estelle Plaut* has 2 married daughters, 3 grandsons, all college graduates in business. *Margaret Terriberly Thomas* is doing well even though she

broke her right hip last year and her husband died. *Francis Grimes* is retired but active.

The Class regrets to announce the death of *Marion Allen Borden*, February 26 and *Beulah Weldon Burhoe*, May 3. We extend our sympathy to *Sarah Lull Smith* on the loss of her husband. To *Dorothy Stanbrough Hillas*, on the loss of her younger sister, *Georgia Stanbrough Muller '19*.

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Josephine MacDonald Laprese
167 Bradley Road
Scarsdale, N.Y. 10583

Louise Meylan Henderson, our president, has been director of Camp Arcadia for Girls for the past 50 years, and is now in Maine attending to the camp which has approximately 150 girls for the summer. *Lois Wood Clark* has 2 sons, 2 grandsons and 1 grand-daughter. *Gertrude Ressmeyer* still participates in various fields of volunteer church activities through both local and national organizations.

Dorothy Burne Goebel, since her retirement as professor emeritus from Hunter College, has been occupied as associate editor of Alexander Hamilton's legal papers. *Olvia Russell* from D.C. has retired from teaching languages, and is now doing private coaching of diplomatic families. *Helen Seidman Shacter* continues in private practice and as consultant to Scott, Foresman & Co. Publishers. She has published a number of books she has co-authored.

Violet Walser Goodrich's husband, who has retired as vice-president and dean of faculty at Suffolk U in Boston, is now finishing 6 months sabbatical leave which he has spent taking trips and doing writing. They have 11 grandchildren, one of whom starts college at the U of Pennsylvania.

Hortense Barten Knight bought a house in Tucson, Ariz. on a 5-acre lot near Saguaro National Monument. She is sorry to have missed the 50th reunion. *Felice Jarecky Louria* was also unable to attend reunion because of a fractured hip.

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Flo Kelsey Schleicher (Mrs. F.G.)
121 Grady Street
Bayport, N.Y. 11705

Instead of the usual hot June weather, we had rain, drizzle and fog but nothing dampened the spirits of the 25'ers who convened in the new McIntosh Center for cocktails and buffet supper on Friday, June 5 for our 45th reunion. Perhaps my eyesight is not perfect but every one looked younger and gayer than ever before. *Marion Kahn Kahn*, class president welcomed the following classmates: *Betty Abbott*, *Evelyn Kane Berg*, *Mary Bliss*, *Mary Campbell*, *Barbara Herridge Collins*, from Andover, Mass.; *Thelma Burleigh Cowan*, from Lakehurst, N.J., ready to take off on a world tour with her husband before returning to Arizona for the winter; *Billy Travis Crawford*, *Helen Kammerer Cunningham*, *Kate Jackson Gifford*, *Anne Leerburger Gintell*, *Julia Goeltz*, *Gertrude Gottschall*, *Blanche Miller Griscom*, *Billy Scully Gustafson*, *Elva French Hale*, *Catherine P. Johnson*, from Wilmington, leaving shortly on that delayed freighter trip to Singapore; *Anna Corn Levy*, *Pearl Bernstein Max*, *Dorothy Lang Nathans*, *Sylvia Valenstein Newfield*, *Estelle Blanc Orteig*, *Edna Peterson*, *Alice Mendham Powell*, from Hampton, Va.; *Dorothy Putney*, *Esther Davison Reichner*, *Madeleine Kay Newcomer Schlichting*, from Ely, Vt.; *Ruth Goldwater Simon*, *Gene Pertak Storms*, *Muriel Jones Taggart*, *Marion Mettler Warner*, *Ellen Wouri* and *Fern Yates*.

The annual Alumnae Meeting was held



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in its usual place, the Barnard Gym. In keeping with the times, this was not the usual alumnae meeting. President Martha Peterson welcomed the alumnae and spoke very briefly to allow more time for a panel presentation "Barnard during May, 1970".

Of special interest to 1925 was the Fund Report handed to each of us. The fiscal year ends June 30th, and as of June 5, we had 109 donors, representing 70.3% of the class contributing a total of \$6,814.00. We added two more donors during the cocktail hour on Friday when we raffled a beautiful hand woven runner from Norway sent by *Gerda Moe Evang*, from Oslo, and an original wood block print by Saibun sent by *Aiko Yamaguchi Takaoka* from Kamakura, Japan. The fund was \$42 richer and we appreciate the thoughtfulness of Gerda and Aiko. *Madeleine Rice* won the runner and *Fern Yates*, the print. A very special "Thank You" to *Dorothy Putney*, fund chairman and her telethon committee, *Anne Gintell*, *Muriel Taggart* and *Fern Yates*. Several classmates on the West Coast were contacted, among them, *Rose Donovan Mueller* in Hermiston, Ore., who is planning a trip to Russia this summer.

Fern Yates and *Marion Warner* spent many hours this winter tabulating the questionnaires. Eighty-one classmates reported on their interest in travel and in civic community activities. Too late to be included in the Newsletter were notes from *Margaret Folsom Denzer*, who is active in the Eagle Rock Chapter of the D.A.R. in Montclair, N.J.; *Grace Hamilton King*, who retired last June as chairman of the Division of Language Arts at Glendale College; and *Viola Manderfeld*, who has lived in Germany for the past 7 summers. News received recently will be in the next issue of the magazine.

Those of us who stayed overnight in N.Y. to attend the fabulous luncheon preceded by cocktails, Saturday, were exceedingly happy. This was given by *Ruth Gordon Riesner*, a very gracious hostess, in her apartment. Four classmates at the luncheon who had not been at reunion were *Katherine Brown Stehle*, *Helen Burnside Reinhart*, *Frances Nederburg* and *Emme Dietz Stecher*. A very special "Thank" You to Ruth.

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Delia Brown Unkelbach (Mrs. W.)
Sound Avenue, Box 87
Mattituck, N. Y. 11952

Your correspondent wishes to thank all those assistants who have made this column



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possible during the last 5 years. If you have enjoyed the items there, say a "Thank you" to: *Eileen Heffernan Klein*, *Edith Kirkpatrick Peters*, *Jean Hasbrouck Dean*, *Winifred Anderson Zubin*, *Deborah Douglas Weisburd*, *Helen Chamberlain Josefsberg*, *Helen Leuchtenberg*. For one of the years, we had the additional help of *Mildred Sheppard*, *Harriet Plank McCrea*, *Beatrice Mintz Sager*, *Erma Davidson Northrop*, whom we also thank.

Thirty-two members gathered in the TV Room at McIntosh Center for their 40th reunion on June 5. Present were: *Lucille Robbins Atlas*, *Kathryn Glasford Black*, *Beatrice Goble Brick*, *Marion Rhodes Brown*, *Remunda Cadoux*, *Anne Gunther Cooper*, *Kate Jaecker Dexter*, *Gertrude Glogau Drachman*, *Alice Harper Feurstein*, *Dorothy Engelhardt Feuss*, *Cecile Meister Gilmore*, *Genevieve O'Brien Hoban*, *Julie Hudson*, *Lucy Hurry*, *Helen Josefsberg*, *Mary Bowne Joy*, *Mary Johnson Kelly*, *Eileen Klein*, *Jennie Schmidt Korsgen*, *Helen Leuchtenberg*, *Eleanor Noble*, *Aurora McCaleb Pitkin*, *Natalie Sperling Prudden*, *Isabel Rubenstein Rubin*, *Ruth Meyer Ruderman*, *Filippa Vultaggio Scafuro*, *Mildred Sheppard*, *Ruth Ginzburg*, *Skodnick*, *Delia Unkelbach*, *Grace Reining*



Updegrove, *Jeannette White* and *Winifred Zubin*.

Traveling from her N.H. home, *Kathryn "Kig" Black* came farthest to attend her first reunion in 40 years, never having been able to attend because she and her husband have always lived outside USA until his recent retirement. *Bea Brick* took second place for length of journey to rejoin us.

As always, we welcomed our special guests, our honorary classmate, Miss Margaret Holland and Dr. Cabell Greet, both of whom spoke to us in their own inimitable styles. Also, during the evening, President Peterson dropped by to extend the welcome of the college to 1930 and to wish us a happy reunion.

Ruth Goldstein Fribourg, who was the reunion chairman, sent a picture from our youth—a snap showing *Deborah Douglas Weisburd*, *Jeannette White*, *Ruth Meyer Ruderman*, *Isabel Rubin* as undergraduates. On display also were snapshots of the families of *Anne Cooper* and *Natalie Prudden*, pictures of paintings of *Elaine Mallory Butler*, an oil by *Cecile Mesiter Gilmore* and text book in French and Spanish authored by *Remunda Cadoux* and *Francine Alessi Dunlavy*.

Our program was completely informal as old and long-unseen friends chatted and enjoyed each other's news and views. We did, however, attend to the important business of electing our new officers for the ensuing quinquennium: President—*Marion Brown*; VP—*Kate Dexter*; Treasurer—*Isabel Rubin*; Corresponding secretary—*Julie Hudson* and Nominating Committee Chairman—*Grace Updegrove*. President *Brown* announced that *Mildred Sheppard* had agreed to accept the demanding job of fund chairman for the next 5 years, a happy choice, we thought, since under *Mildred's* just past presidency, 1930 had, at last, achieved a better than 50% participation in class giving to the Fund and had



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this year raised a larger amount than any other of "five year classes".

Latest records indicate that of our original 260, 233 are still living; of these 65 returned the reunion questionnaires and 12 others added notes when they sent in their fund contributions. From these sources, we gleaned some interesting statistics. Sixteen are retired from active professional life, and 14 have retired husbands. Nine are widowed. A total of 96 children are reported with 3 people having 4 each, *Caroline Tietjen Storer*, *Cecile Gilmore* and *Ivy-Jane Edmondson Starr*. Caroline also has the largest number of grandchildren—8, of the reported total of 110. Thirty three admitted additional study or degrees; 9 have earned Ph.D.'s and 5 M.D.'s.

Space limitation of this report preclude any more detailed and personal items. However, all questionnaires are being turned over to our new class correspondent; so you may expect to see YOUR item in a future issue of the magazine.

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Aline Blumner
50 Park Avenue
New York, N.Y. 10016

It was the 35th for the Class of '35, so we anticipated the good turnout for the Reunion and quinquennial class meeting. *Ruth Saberski Goldenheim* took time from her duties as Alumnae Association President to preside at the meeting which was attended by: *Aline Blumner*, *Helen Stofer Canny*, *Mildred Kreeger Davidson*, *Dorothy Robinson Gillet*, *Marion Meurlin Gregory*, *Kathryn Heavey*, *Mary Kate MacNaughton Hubert*, *Margery Smith Hubert*, *Lucy Welch Mazzeo*, *Ruth Bedford McDaniel*, *Mary Donovan Meyer*, *Edith Cantor Morrison*, *Eleanor Schmidt*, *Pearl Schwartz*, *Freema Balloff Sutton*, *Vivian Tenney*, *Geri Trotta* and *Elizabeth Simpson Wehle*.

Dot Curtin's Nominating Committee report introduced the new officers: President, *Ruth McDaniel*; Vice President, *Mildred Davidson*; Treasurer and Fund Chairman, *Edith Morrison*; Secretary and Class Correspondent, *Aline Blumner*.

Helen Canny, retiring class treasurer and fund chairman, was able to congratulate the class on its 51.2% participation in contributions to College. The total we contributed during the 1969-70 Fund Year was a very handsome \$7,962, thanks in large part to the singleminded determination of Helen.

Ruth McDaniel, in-coming president and chairman of the reunion, contributed gifts of attractive jewelry to the outstanding among us: *Elizabeth Wehle*, our newest bride; *Marion Gregory*, who traveled farthest (from Michigan) to attend; *Eleanor Schmidt* who handled the voluminous response to our requests for letters. All of these were on display and carefully perused by the reunited.

Following the tradition established at the previous Reunion, husbands and dates were included in the festivities on Saturday evening. *Ruth Goldenheim*, retiring President, invited us to her home for cocktails and a delicious buffet. After that, we attended a delightful Promenade Concert at Lincoln Center (arrangements by *Dot Sherman*), which was devoted to the music of Scandinavia. The Bill Baird Puppets interpreted some of the Grieg dances. It was wonderful, but we're no critic and shan't get involved in superlatives. Saturday evening brought together (most of them with husbands or dates) *Betty Wehle*, *Ruth McDaniel*, *Ruth Goldenheim*, *Aline Blumner*, *Dorothy Nolan Sherman*, *Helen Canny*, *Helen Hershfield Avnet*, *Lucy Maz-*

zeo, *Mary Kate Hubert*, *Kathryn Heavey*, *Vivan White Darling*, *Marion Gregory*, *Gertrude Lorber Sperling*, *Lillian Ryan McKinlay* and *Eleanor Schmidt*.

The Class was honored by the presence of Mrs. Stern, active in behalf of Barnard in Los Angeles, and Jane Moorman, assistant to President Peterson.

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Marie Boyle
1521 Norman Road
Havertown, Pa. 19083

The Class of 1940 met for their 30th reunion last June 5th. Special guests were Dr. Mirra Komarovsky, Dean Henry Boorse, President Martha Peterson, Prof. Julius Held and AABC President Ruth Goldenheim.

We are happy to note that as of June 2, the Fund total was \$2,129.75 out of 56 donors. The Class extends its thanks to the outgoing class officers: *Jerry Sax Shaw*, vice president and reunion chairman; *Frances Dinsmore Sandstone*, secretary; *Louise Preusch Herring*, treasurer; *Frances Danforth Thomas*, class correspondent; *Marguerite King Sherower* and *Molly Wynad Clogston*, fund chairmen. For the College: *Mary Maloney Sargent*, Alumnae President and trustee; *Caroline Duncombe Pelz*, trustee; *Fay Henle Vogel*, deferred giving committee; *Nanette Hodgeman Hayes*, Thrift Shop; *Joy Lattman Wouk*, art tour. The new class officers are: President, *Annette Hochberg Hervey*; Vice president, *Flora Ehrsam Dudley*; Secretary, *Kathryn Sheehan Allocca*; Treasurer, *Louise Herring*; Class correspondent, *Marie Boyle* and Fund chairman, *Molly Clogston*.

Shirley Greene Sugerman received her Ph.D. from the Graduate School at Drew U in Madison, N.J. She plans to go into the teaching profession. *Joan Rich Brown* has been promoted to A&R administration



1945



1950

manager of MGM Records, N.Y. *Ann Landau Kwitman* received her M.A. in Human Relations from NYU this June. She is currently working as assistant to the director of Urban Systems Development Center, which is training workshops for teachers. Her daughter *Lois, Barnard '68*, received her M.A. from London University and is now research assistant at Population Council.

Margaret Madden McCabe has joined her local AAUW branch, and is "up to my ears, using some brain cells that have been dormant for years". *Jane Flickinger Beer* is a practising psychiatric social worker and also works part-time in a child guidance clinic. She has a son who has entered the legal profession and a daughter who graduated from Bennington in June.

45

Mary Wilby Whittaker (Mrs. H.W.)
2497 Grandin Road
Cincinnati, Ohio 45208

Some fifty of the class of 1945 met at five on Friday, June 5th for cocktails and dinner in the Recreation Room of McIntosh Center. Those who attended were: *Frances Achilles, Betty Sachs Adenbaum, Dorothy Pasetti Anderson, Angela Bornn Bacher, Constance Ruderisch Bartels, Mimi Leff Bergman, Cynthia James Coffey, Renee Friedman Cooper, Jane Vaughn David, Anne Ross Fairbanks, Celine Young Felson, Gloria Johanson Finger, Clarice Koehler Fontaine, June Wals Freeman, Joan Wright Goodman, Eleanor Hoyt Hilsman, Annette Auld Kaicher, Margaret Bunch Kenmore, Ruth Philpotts Kopp, Daisy Fornacca Kozel, Bernice Lindenberg Leicher, Virginia Conway Littau, Eleanor Wax Mamelok, Sabra Follett Meservey, Hope Simon Miller, Margaret Milliken, Marjorie Bruder Minchenberg, Lois Pearlstein Myers, Helen Sack Okun, Mariane Miller Page, Patricia Cady Remmer, Jean*

Walden Riker, Marion Catalane Robinson, June Werner Rogers, Alecia Conner Vogel, Jane van Haelewyn Watton, Felice Turtz Yahr, Helen Plochanski Squitieri, Sibyl Polke Karn, Lillian Tassini Kyle, Ray Raciti Pouder, Avra Kessler Mark, Betty Booth Smith, Edith Goldsmith Rosenthal.

Professors Held and Rauch and Mrs. Barbara Hertz were our invited guests. President Martha Peterson and Mrs. Ruth Goldenheim most kindly paid us a brief visit. After dinner, Mrs. Hertz spoke on Barnard as it is today. This was followed by a discussion period. *Pat Remmer* then presented class statistics as gleaned from a survey that had been sent to all class members. Among the interesting facts—we have two grandmothers and many class members live all over the world. *Hope Miller* then read the ballot and announced the new class officers: President, *Jane Watton*; Vice President, *Jane David*; Treasurer-Secretary, *Pat Remmer*; Corresponding Secretary, *Mary Whittaker*.

Many of us subsequently went to a

champagne reception at Hope's home where we were joined by our escorts for a most pleasant ending to a memorable day.

Married: *Ruth Mann Unger* to Leo Stoecker, living in Port Washington, N.Y. Ruth sends her best wishes for a wonderful reunion. Her husband is an international news photo director for UPI. He, along with Ruth, were in Mexico City, covering the world football games during reunion.

Bonnie O'Leary has been named new chief of information at Mountain Home Air Force Base in Idaho. *Betty Booth Smith* has been named editor-writer for Education in Rehabilitation for Allied Health Personnel, a 3-year federally financed project at the Burke Rehabilitation Center, N.Y. *Sabra Follett Meservey* has taken a new job after 17 years at Douglass College—she is now a full professor of history and chairman of the department of Social Science at Mercer County Community College in Trenton, N.J.

50

Susan Bullard Carpenter (Mrs. J.)
15 Shaw Road
Wellesley, Mass. 02181

Forty-two members of the Class of 1950 returned to the campus for our 20th reunion. Those who attended were: *Marilyn Winter Bottjer, Carolyn Ogden Brotherton, Susan Bullard Carpenter, Miriam Goldman Cedarbaum, Elizabeth Richards Chisolm, Jean Moore Cooper, Dorothy Clark Culver, Anmarie Davis, Mary Reid Dinger, Patricia Curran Dowd, Beverly Beck Fuchs, Rhoda Collisner Gensler, Beatrice Laskowitz Goldberg, Amelia Cole-*



1955



1960

man Greenhill, Christina Lammers Hirschhorn, Jo Ann Thacker Hugins, Zelma McCormick Huntoon, Phyllis Bradfute Knowles, Marjorie Lange, Sally Salinger Lindsay, Eleanor Peters Lubin, Maureen McCann Miletta, Florence Sadoff Pearlman, Victoria Thomson Romig, Meg Maier Rothschild, Muriel Kilpatrick Safford, Marilyn Schulhof Smith, Maydawn DeVoe Smith, Phyllis Reiss Snyder, Myra Koh Sobel, Adele Estrin Stein, June Stein Stempler, Barbara Moskowitz Suchow, Silvia Pfeiffer Tennenbaum, Esther Mendelsohn Thailer, Barbara Evans Vanderhoeck, Roselin Seider Wagner, Irma Meincke Weinig, Florrie Levison Wertheimer, Alice Sterling Howig, Marilyn Miller Mann, Naomi Cooper Kimmelfield.

After the Annual Alumnae Meeting, we gathered in the lobby of the Altschul Science Tower for cocktails and dinner. It was a wonderful evening for all, renewing old friendships. Prof. Peardon joined us as our guest of honor. During the evening, President Martha Peterson, AABC President Ruth Goldenheim, and Prof. Youtz visited with us. Prof. Barbara Novak of the art department and a member of our class was with us for dinner.

The one sad note to our reunion, *Caroline Kimmelfield Balleisen* our president, was ill and was unable to attend from Louisville. *Amelia Greenhill* did a great job as a substitute.

The new class officers for the next 5 years are: President, *June Stempler*; Vice President, *Maureen Miletta*; Secretary-Treasurer, *Constance Collins Quigley*; Fund Chairman, *Betty Kruger Finger*; Nominating Chairman, *Eleanor Peters Lubin*; Class Correspondent, *Margaret Beaven*.

Married: *Elaine Di Corto* to Raymond Schultz, living in NYC.

Carolyn Balleisen is a tax lawyer and a visiting associate professor of law at the U of Louisville. Her husband is a partner

in the law firm of Greenbaum, Grissolm, Doll & Matthews. *Amelia Greenhill* is now with a tax and estate planning publisher in Greenvale, L.I. and also a part-time producer of news panel shows for Channel 21, L.I.'s only educational TV station. *Naomi Cooper* teaches guitar and clarinet and is also a professional folk singer in L.I. *Margaret Beaven* is teaching third grade in Millerton, N.Y. Her husband is rector of Grace Church in Millbrook. *Marilyn Bottjer* has just been elected president of the Eastchester Public Library Board of Trustees. She is also a member of her Church Council and does volunteer work at the local Day Care Center. *Marion Nielson Choll* now heads the adolescent service at Beth Israel Hospital.

Many thanks to everyone who sent me news during the past 5 years. It was just wonderful hearing from you.

55

Siena Ernst Danziger (Mrs. R.)
117 Main Street
Flemington, N. J. 08822

Barnard, Class of '55, was represented at our 15th reunion, by 27 of our alumnae. The theme for the weekend was "Focus on Japan" and included on the program were lectures, a calligraphy demonstration, a display of jewelry and flowers, and a Japanese Tea Ceremony.

After the general meeting of the alumnae, the class met for supper. Our outgoing class president, *Dawn Lille Horwitz*, introduced the new officers: President, *Marcella Jung Rosen*; Vice president, *Barbara Silver Horowitz*; Fund Chairman, *Jane Werebey Gardner*; Secretary, *Jo Cartisser Briggs*. Our guests were Professors Mary Mothersill, and Serge Gavronsky, and 2 students, with whom the class discussed the role of the university today.

The room that was the scene of the

supper meeting was in Altschul Tower, one of the new buildings on campus. The McIntosh Center, the new focal point of activities on campus was also the gathering spot for those who attended the lectures and demonstrations.

Only two "55'ers" stayed overnight Friday, since most of us lived within easy traveling distance. This meant that the cocktail party Saturday evening was well attended. *Toni Lautman Simon* and her husband, Alan, were our hosts at their Manhattan apartment.

Married: *Nancy Lazrus Usdan* to Yves-Andre Istel, living in NYC.

Born: to Donald and *Carol Hiller Morey*, their first child, Claudia Linda, January 13.

Janet Moorhead Dotson has adopted a 4-month old son. She works part-time supervising in an agency that specializes in helping adolescents. Her husband is with Inland Steel Co. in Chicago. *Golda Causanschi Shapiro's* family lives in Great Neck. Jules is an advertising manager for Famous Artists Schools. They have 2 sons.

From France, *Jeanne Blanchenay Kerblat* teaches at Aix University and would like to know if there are any teachers in the class of '55 who could exchange ideas, impressions, etc. about teaching with her. She could not attend reunion but would like to know how Barnard is today.

60

Paula Eisenstein Baker (Mrs. S.D.)
2316 Quenby Road
Houston, Texas 77005

Carol Murray Lane (Mrs. J.T.)
175 West 93 Street, Apt. 11-F
New York, N.Y. 10025

Approximately 35 members of the class of 1960 came to the Friday night reunion supper held in a classroom in the new science building. As the champagne punch



1965

flowed, so did the conversation. Pictures from *Billie Herman Kozolchyk*, *Elily Edelman Shappell*, *Linda Kaufman Kerber*, *Susan Brown Lieberman*, *Rosemary White Ellison*, *Jacqueline Marks Bibicoff*, *Bonnie Munroe Gatti*, *Paula Eisenstein Baker*, *Helene Rund Isaacs* and *Frederica Lord Rogers* were enjoyed, although they could not be there themselves. *Emily Fowler Omura* and *Beverlee Armstrong Everett* were there, with pictures of their families. Also present were: *Judy Barbarasch Berkun*, *Carol Stein Carol*, *Jane Nadler Cohen*, *Bonnie Lou Slater Dailey*, *Marion Hess Ein*, *Anne Miodownik Fried*, *Judith Granich Goode*, *Barbara Berkman Goldstein*, *Carolyn Gouley Streicher*, *Linda Schwack Harrison*, *Carolyn Shapiro Heilweil*, *Alice Jellinger*, *Carol Murray Lane*, *Lorna Prestin Michaelson*, *Felice Aull Nachbar*, *Joy Hochstadt Ozer*, *Felicia Schiller Pascal*, *Andrea Penkower Rosen*, *Carol Batchelor Solomon*, *Dianne Hodas Tobin*, *Marilyn Cohan Wechselblatt*, *Carol Rosenblatt Weinbaum* and *Irene Winter*. The 2 who came farthest to be at reunion were *Linda Schwack Harrison* from Georgia and *Alice Jellinger* from Honolulu.

The new class officers are: *Carla Leon Thomas*, president; *Barbara Goodstein*, vice president; *Diana Shapiro Bowstead*, treasurer; *Paula Baker*, secretary.

At last count, 145 questionnaires had been returned; they were read eagerly by everyone and are being extracted, edited and compiled for a Decennial Report which we hope to be able to mail to you all. The Saturday night supper and bowling party was a pleasant evening in the beautiful new student lounge in the McIntosh Center. Champagne, beer and mixed drinks preceded a buffet supper. Although most people preferred to talk, some did bowl and play the jukebox. It was good to see some new faces who had not been there the night before: *Walley and Virginia Cribari King*, *Robert and Ellen Blanck Kulka*, *Arnold and Fay Dermer Berlin*, *George and Barbara Zeitlin Burton*, *Elisha and Hadassah Neiman Gurfein*,

Joakim and Helene Rund Isaacs, *Gideon and Ann Levy Lewin*, *Benjamin and Miriam Jacobson Nelson*, *Michael and Deanne Morris Swagel* and *Nathaniel and Cecily Cohen Swergold*.

Married: *Ingrid Popa* to *Mircea Fotino*, living in Cambridge, Mass.; *Judith Koota* to *Irwin Nadelbach*, living in Monsey, N.Y.; *Ethel Katz Bromberg* to *Harris Goldberg*, living in Philadelphia.

65

Linda R. Lebensold
2829 Sedgwick Avenue
Bronx, N.Y. 10468

Neither the gloomy weather nor the disappointingly small turnout diminished the enjoyment of those hardy 16 members of the Class of '65 who journeyed back to Barnard from near and far for their first five-year reunion. After mid-afternoon greetings by President *Martha Peterson*, we were treated to a combined faculty, student and alumnae panel discussion of the events of May, 1970 at Barnard, with particular reference to campus reaction to the Cambodian invasion and its turbulent aftermath. Also touched upon were the growing student interest in the environment and ecology (words which Prof. Donald Ritchie, one of the panel members, observed, with more than a trace of puckish humor, are becoming "trashy") and the Women's Liberation Movement. The increasing involvement of the Barnard community with world, national and community issues struck this observer as a stark contrast with her Barnard days, which were marked by widespread apathy and lack of involvement.

The new officers elected were: President, *Martha Sue Bien*; Vice president, *Roberta Holland Davis*; Secretary, *Linda R. Lebensold*; Fund Chairman, *Bayle Tulchin Sieger*. Among those present at reunion were: *Beatrice Rosengarten Adler*, *Jane Finsmith Charnas*, *Barbara Weinsten Greenberg*, *Elisabeth Booth Michel*, *Marlyn Grossman* and *Roberta Simon*.

Married: *Martha Bien* to *James Hun-*

sucker, the week after Reunion. *James* is a regional sales representative for *Monroe International*. *Martha* is a French instructor at the College of William and Mary. She will start her Ph.D. program at the U of Virginia in September. *Louise Perl* to *John Healey*, living in Jackson Heights, N.Y. *Louise* is working as a programmer with the *Baumritter Corp.* and *John* is a senior consultant for *Bradford Computer Services*. *Ching-Wen Pu* to *Carl Taylor, Jr.*, living in Washington, D.C. In August, they will go to *Mandalay, Burma* where *Carl* will work for a 2 or 3 year term as *American Consul*. *Marjorie Rosenblum* to *John Scandiyzo*, living in L.A.

Travel also looms large in the plans of: *Margaret Ross Griffel*, who passed her doctoral exams in musicology at Columbia this past spring. She plans to travel with her husband, *Michael*, through Europe this summer to do research on their respective dissertations as well as sightseeing; *Carolyn Barbolini* is to lead a college group to *Arezzo, Italy* in September on an independent semester study program under the Experiment in International Living; *Bonnie Aaron Rudikoff* will be traveling to *Italy and Yugoslavia* in September. She is finishing her fourth (and last?) year of teaching high school English.

The challenge of professional careers lured others of the reunion group. *Marilyn Ross* is finishing up her internship at *Lenox Hill Hospital* and will soon start her residency in pediatrics at *Mt. Sinai Hospital*, both in NYC. As for me, after graduating from *Columbia Law School* in '68, I've spent 2 years as an attorney in the Law Department of the *Mutual Life Insurance Co., N.Y.* On the subject of law, *B-J Lunin Pack* advised proudly that she will be moving to *Washington, D.C.*, where her husband, *Leonard*, will be clerking for a *District Court Judge*.

Well, Reunion's come and gone. See you next time.

69

Tobi Sanders
21 West 95 Street
New York, N.Y. 10025

Married: *Elizabeth Wolder* to *Bruce Levin*, living in NYC; *Leslie Marilyn Stashin* to *Leslie Meltzer*, living in *Queen's Village, N.Y.*; *Judith Moore* to *Robert Merlis*, living in *Easton, Pa.*; *Hallie Ephron* to *Jerold S. Touger*, living in NYC.

Born: to *Jed and Anya Kaptzan Luchow*, *Tamara Brooke*, February 11. *Anya* is no longer teaching *Russian Oral Practice* at *Barnard*. To *Eric and Candy Feldman*

Class News

03

Miss Pacita D. Asuncion
Barnard Alumnae Office

Florence Cheesman Remer will celebrate her 90th birthday on September 19. In addition to many years as Executive Secretary of the Horace Mann Parents Association, she was long active in local political affairs with her late husband, John, as well as in alumnae and Alpha Phi activities. She particularly enjoys her Barnard contacts and would be delighted to hear from old friends: 2914 Broadway, N.Y.C. Both her daughters attended Barnard, Elinor Remer Roth '34 and Georgiana C. Remer '35. One of her sisters, the late Dorothy Cheesman Howe was Barnard's class of '13.

06

Dorothy Brewster
310 Riverside Drive
New York, N. Y. 10025

Marjorie Brown Sherwood proudly writes that she has 13 grandchildren and 16 great grandchildren, who all live in the western Hemisphere.

08

Florence Wolff Klaber (Mrs. W.)
425 Riverside Drive
New York, N. Y. 10025

09

Lucy Thompson
435 West 23 St., Apt. 2-F
New York, N. Y. 10011

Ethel Hodsdon reports that she won first place in the Drama Division of the New Jersey State Federation Contest for '70. The name of the play is "The Third Stone" and Ethel was given an award at

the May Convention in Atlantic City.

May Ingalls Beggs toured Italy last May. Her son is president of Leeds & Northrup, a business firm.

Beatrice Beekman Ravner's grandson has adopted a baby girl. He is a doctor in Bethesda, Md.

Lucy Thompson attended the lunch given by President Peterson for the Thrift Shop Committee last May. Some Barnard students were invited to meet the older members of the Committee.

11

Stella Bloch Hanau
360 West 22 Street
New York, N. Y. 10011

Class travels in late spring included a trip to Morocco, Spain, Portugal, and the Canary Islands by Florrie Holzwasser, and an extended stay in Miami Beach by Myrtle Shwitzer and Rose Gerstein Smolin with her husband. May Rivkin Mayer and

Obituaries

Extending deepest sympathy to their families, friends, and classmates, the Associate Alumnae announce with regret the following deaths:

- 97 Mary Dobbs Wadhams, July 9, 1970
- 03 Katherine Poole Sterrett, May 21, 1970
- 05 Alice Draper Carter, April 29, 1970
- Mary Lee Weisse, April 17, 1970
- 06 Mildred Wells, July 8, 1970
- 08 Elizabeth Fox De Cou, April 23, 1970
- 12 Henrine Fitzgerald, 1969
- 13 Marjorie Franklin Freeman, April 22, 1970
- 14 Bertha Badanes, 1970
- Julia Bolger Garnjost, June 15, 1970
- Ruth Manser, April 16, 1970
- 15 Beulah Weldon Burhoe, May 3, 1970
- Margaret Teriberry Thomas, June 17, 1970
- 17 Anna Hermann Cole, May 7, 1970
- 18 Katherine Hines Reilly, 1968
- Margaret Snyder, April 14, 1970
- 19 Carolyn Whipple Phillips, June 21, 1970
- 24 Irina Rachmaninoff Wolkonsky, 1969
- 26 Sarah Rosenthal, June 2, 1970
- 27 Everita Edes, April 8, 1970
- Virginia Newman Wakefield, April 21, 1970
- 30 Minnie Condy Smith, 1969
- 41 Margaret Berry Franco, June 22, 1970
- 44 Elizabeth Bogardus, June, 1970
- 60 Florence Marcus Shafer, July 11, 1970
- 63 Georgiane Schenck Gregersen, May 27, 1970

Gould, Jocelyn, in December '69. To Robert and Eileen Romanchuk Werner, a girl, Adrienne Luise. To Jerome and Miriam Weiss Bensinger, a son, Eli November 3, '69. To Peter and Helen Stockman Stovell, a son, James Buckner, July 19, '69.

Lauraine Miller Weinberg and her husband are living in Arlington, Va. where Lauraine is an editorial assistant for *U.S. News & World Report Magazine*. Judith Lyczko has been awarded a graduate study fellowship for 1970-71 at Bryn Mawr College.

A correction on the whereabouts of Ellen Weinstein. She is a research fellow of the National Science Foundation in psychology at Northeastern U in Boston, not at Northwestern.

Dorinda Johanson DeScherer and her husband, Peter, will be moving to Baltimore where Peter will begin Dental School at the U of Maryland. Samuela Amy Evans began her studies last October at the World Union Jewish Studies Institute in Israel, where she will remain until April of this year. Roberta Dee Feiner is teaching history and English at Yonkers Commerce H.S. Francis Morris is working for a painting conservator and studying at Corcoran in Washington. Donna Morasky is presently attending the U of Chicago Law School.

Cheryl Goodman Pober is taking education courses for teacher certification in Mass. Her husband is research physiologist at U.S. Army Natick Labs. Linda Schwartz is currently on her Ph.D. program in anthropology at the U of Minnesota. Constance Casey Varmus is a writer for the *Congressional Quarterly Magazine*. She and her husband are moving to San Francisco in July. Maria Vitagliano is "entering Middlebury College to receive a master's of Italian in Florence, Italy".

Your correspondent attended the Writer's Conference in Boulder, Colo. and then traveled till the end of July.



1969

her husband spent their summer months in England.

Helen Runyon is recovering from a second broken hip.

Comes fall, the class will begin to make plans for its 60th reunion in 1971.

12

Lucile Mordecai Lehair (Mrs. H.)
180 West 58 Street
New York, N. Y. 10019

Florence Rees Moore's son is a professor of English and chairman of the Humanities Division at Hollins College, Va. One of her daughters is a painter.

Kathleen Gray McGovern retired to East Patchogue, L. I. She paints in oil and watercolors and makes jewelry for marketing.

The Class extends its sympathy to *Ruberta Thompson Grunert* on the loss of her husband James, April 15.

13

Sallie Pero Grant (Mrs. C.)
5900 Arlington Avenue
Bronx, N. Y. 10471

Helen Crosby West is a volunteer in social service committee of the University Hospital, and a board member of Women's City Club. She has 8 "step-grandchildren".

14

Edith Mulhall Achilles
417 Park Avenue
New York, N. Y. 10022

Congratulations to *Winifred Boegehold* who won a red ribbon (second prize) for her painting at the Westchester Women's Club in Mt. Vernon last March.

Gladys Bateman Mitchell is secretary-registrar of "New Music Studios" recently organized in Plainfield, N. J. *Gladys Seldner Gumbinner* does work helping the blind and handicapped. She also helps cancer patients.

The Class regrets to announce the death of *Dorothy Herod Atwood* last March. 1914 extends its sympathy to her sister, *Elizabeth Herod Chisolm '19*.

16

Emma Seipp
140 West 57 Street
New York, N. Y. 10019

Ruth Salom Manier flew last March to Nepal. *Margaret King Eddy* who is a volunteer worker at Everybody's Thrift Shop left last April for a month in Russia and

Central Asia. While she was away, *Margaret Simmons* took over the chore. *Margaret* travelled recently to England and Ireland. Early this year, she made a good collection of shells at Sanibel, Fla. After her retirement, *Marie Shehan* has travelled widely, completing a 26,000 mile air trip around the world and is planning another trip to Europe.

Eva Pareis Bates tutors disadvantaged children in reading at Bergen School in Newark. *Dorette Fezandie Miller* reports a project designed to give underprivileged children a chance to hear "standard English" spoken informally. She spends hours each week playing with a 1-year old girl, and found it much harder than talking to her own babies had ever been. *Gladys Barnes Totton* tutors Spanish, French and Latin, and recording textbooks for the blind.

Edith Levy Rappaport finds joy playing piano duets with a friend. *Marie Chancellor Miller* provides flowers from her garden to annual luncheons. She is a member of the League of Women's Voters and wonders whether her 3-year old grandchild will join the organization some day. *Helen Rosenstein Shapiro* is a volunteer at Park City Hospital. Her husband is with a law firm.

17

Freda Wobber Marden (Mrs. C. F.)
Highwood-Easton Avenue
Somerset, N. J. 08873

Of our travelling classmates, we hear from *Charlotte Martens Lee* that she and her husband visited their daughter in Winchester, England. They also toured 10 countries in Europe. *Margaret Moses Fellows* and her husband enjoyed a Greek Island cruise. *Helene Bausch Bateman* and her husband spent 2 months in Guadalajara and other parts of Mexico. *Ruth Wheeler Lewis* flew around the world for the third time this year. *Lina Brodsky* had a most stimulating trip to the Orient. This spring, *Beatrice Lowndes Earle* visited Ireland where she had never been before and then to England to visit old friends. *Dorothy Leet* is travelling in Europe. In the Spring issue, '70, of the *Columbia Forum*, an article, "Columbia in Paris", describes the history of Reid Hall in which Dot as president and director has figured so prominently. *Ruth Kannofsky Sengstaken* returned from an interesting trip

through Italy, Greece and Sicily.

After the successful publications of *The Collected Poems of Babette Deutsch* and *There Comes a Time*, which was featured by Teachers College Bookstore, another edition of *Poetry Handbook* by Babette was published recently. Babette read her poetry on record, *Treasury of 100 American Poets*, issued by Spoken Arts, Inc. Besides all this, Babette has been re-elected secretary of the National Institute of Arts and Letters.

Evelyn Davis Sharpe is convalescing at Inglewood Nursing Home in N. J. She is giving thought to the idea of arranging another class luncheon like the very successful one held in '68 at the Columbia U Club. *Grace Diercks Kaas* has recovered from leg surgery and plans a trip to Germany, Italy and Spain this summer. *Viola Teepe Norton* recently moved to a nearby nursing home in Colorado where she keeps in touch with her grandchildren.

Eleanor Wilkens Graefenecker now lives in Saratoga, N. Y., near her daughter and her family.

The Class is saddened to learn of the death of *Paula Bernholz Smyth* and *Anna Hermann Cole*. Anna made her home in Montclair, N. J. for 45 years. Her many close friends in the class remember her as being a devoted wife, mother and grandmother who also had time for a variety of community activities.

18

Edith Baumann Benedict (Mrs. H.)
15 Central Park West
New York, N. Y. 10023

Florence Barber Swikart left for Paris to visit her 2 nephews for a month. She also saw her daughter *Helen Swikart Pond '47* in Wappingers Falls, N. Y.

Dick and *Bessie Newburger Rothschild* celebrated their 50th anniversary by a trip around the world. The oldest of 7 grandchildren is a Junior at Harvard.

19

Georgia Schaaf Kirschke (Mrs. P. T.)
77-09 79 Street
Brooklyn, N. Y. 11227

Eleanor Touroff Glueck and her husband Sheldon, plan to spend some time in Spain where they will visit with a Barnard classmate, *Helene Fox Frost*, in Palma de Mallorca where Helen and her husband, both novelists, now make their home. Later the Gluecks will go on to Madrid to attend the VI International Congress on Criminology.

Remember Reunion
June 4 and 5, 1971

Lucretia Peters Beazley resides in Surrey, England. She tutors foreigners in English. She also gardens. She boasts of 5 children, 9 grandchildren and 2 great grandchildren. *Helene Wallace Cockey* visited *Dorothy Brockway Osborne* last May. She is active in keeping up with her 4 children and 12 grandchildren.

Grace Welzmilller Dennis volunteers at Hospital for Special Surgery, teaching patients who need help in H. S. math. *Viola Diehl* is enjoying her new way of life at "Rossmoor" an adult community in N. J. She plans a trip in the fall to Ireland and Germany. *Lucetta Koster Harkness* arranges chartered trips for golden age groups and also works with various religious communities. She writes that she will baby sit with 2 grandchildren while their parents attend a conference in Vienna. *Leah Curtiss Gould* operates "Mill House", a shop so interesting that *Gourmet Magazine* has published photographs of the shop.

Josephine Powell Beaty travels about the country. She assisted Arab friends on lecture tours about Holy Land and the Dead Sea Scrolls. Josephine has been made a life member of the Texas Poetry Society. The *American Ideals Magazine* has included one of her poems. She has 6 grandchildren. *Marian Townsend Carver* has recently been appointed associate director of N. Y. Hospital. She and her husband spend 3 to 4 months of the year in the Carribean. Marian is involved in amateur theatre, directing and producing a melodrama for one of the Clubs in Madison. She also paints and has had some success selling and exhibiting.

Cornelia Carey has been living on Cape Cod and is active in conservation work after her retirement from Barnard 20 years ago.

Ruth Lewy Guinzburg travels with the Institute on Man & Science for the seminar to study the dynamics of change in the

We've Moved Again

The cost of the renovation of Milbank Hall is measurable not only in dollars, noise and debris, but also in the number of times offices must be moved around to accomodate the renovators. The Alumnae Office is now in its second temporary home, Our new quarters are in the basement, in Room 37. It's a large, cheery room, in the southwest corner of the building, under the office of the Dean of the Faculty. Come visit.

Pacific East. Ruth is in the graphic arts field while her husband Fred is the sculpture representative. *Ruth Amberg Lachenbruch* and her husband are engaged in a long-term project of scientific papers which they hope to have published. Their son Peter, is an associate professor of biostatistics.

21

Helen Jones Griffin (Mrs. R. H.)
105 Pennsylvania Avenue
Tuckahoe, N. Y. 10707

Thelma De Graff retired as professor of classics at Hunter College last Feb. A tribute was presented to her "after a life-time of service" upon her retirement.

Luenna Von Eltz Rulison had a delightful trip via a Norwegian freighter to Holland, Canary Islands and other ports in Europe. One of her sons is a Ph.D. whose special interest is population problems. *Rhoda Hessberg Kohn* has been doing conversational English through U. N. Hospitality Committee. Her son works for Federal Reserve Board. *Dorothy Falk Breitenfeld* writes that her son Frederick, Jr. is executive director of the Maryland Center for Public Broadcasting; her daughter has 8 children.

Helen Rivkin Benjamin retired from full-time teaching and research. She was on the faculty in the department of Biological Sciences at Hunter. Now she works for Planned Parenthood and helps her husband in his busy pediatrics practice.

Midge Marks Bitker was in Dublin and London in June but assures us that she will be at Barnard for June '71 reunion. *Frances Rudd Blinn* is busy in the Scarsdale Woman's Club and other community affairs. She occasionally makes trips abroad. *Edna Fox O'Connor* is convalescing from hip surgery. She looks forward to joining us too at the June '71 reunion. Another who promises to be at reunion is *Mary Jennings* from Dallas. She is on the staff of Southwestern and attends at 2 hospitals. *Marjorie Arnold* sends a good report of her protege, Ardyth Boyles, who's doing well at Barnard.

22

Marion Vincent
30 West 60 St., Apt. 3-F
New York, N. Y. 10023

Ruth Koehler Settle
308 Main St., Apt. 31
Chatham, N. J. 07928

Married: *Eva M. Weber* to *Percy S. Brown*, March 28. They were married in

Broadway Baptist Church, Paterson, N. J. and will make their home in Leisure Village, Lakewood, this summer.

23

Estella Raphael Steiner (Mrs. G.)
520 B Portsmouth Dr.
Leisure Village
Lakewood, N. J. 08701

Katharine Bouton Clay is busy with book reviews, directing plays, singing in AAUW Chorus. She has 18 grandchildren and 4 great grandchildren.

Arcadia Near Phillips writes that she is still serving on official board of Metropolitan Memorial United Methodist Church in D. C. She had a wonderful 2 weeks last January in Mexico with Smithsonian Tour Group.

24

Marjorie Bier Minton (Mrs. E.)
1190 Greacen Point Road
Mamaroneck, N. Y. 10543

Christine Einert is enjoying her retirement from her job and doing many things including "trailing". *Fanny Steinschneider Clark* and her husband went on a Gripsholm Cruise to South America. *Giuseppina Mina Scacciaferro* enjoyed a trip to Morocco with her husband.

The Class extends its sympathy to *Helen Matzke McCadden* on the loss of her husband Joseph, in February. An author of several books, he retired from the educational department of Hunter College after 37 years. Helen has written articles for the *Bulletin of the Horticultural Society of N. Y.* and does publicity for the 9th District of the Federated Garden Clubs.

26

Ruth Friedman Goldstein (Mrs. M. F.)
295 Central Park West
New York, N. Y. 10024

Grace Smith Waite writes that she is still a therapist at the Mental Health Consultation Center in N. Y. Her husband teaches industrial engineering at Columbia. Their son Bill is an assistant professor of electrical engineering at the U of Colorado and their daughter is studying toward her masters at Smith College. Their most recent adventure was a sabbatical in Turkey and a brief trip to Israel.

Grace McIlhenny Remaley reports 6 grandchildren.

Remember Reunion
June 4 and 5, 1971

27

Jean MacLeod Kennedy (Mrs. R. E.)
464 Riverside Drive
New York, N. Y. 10027

Harriet Wilinsky Goodman has written a book, *Careers and Opportunities in Retailing*, published by E. P. Dutton & Co., N. Y. Harriet is a vice president, sales promotion director and a member of the administrative board of Filene's in Boston. *Ella Loudon Bell* teaches Latin and English at New Berlin Central School. She is also chairman of Educational Program Committee. *Henrietta Jungman Quastel* teaches English to New Canadians in the Vancouver School Board program. Her husband received an honorary doctorate degree from Hebrew U in Jerusalem.

Margaret Reimund Cline and her husband left for a trip to Europe. Their daughter has recently been made a customer's representative for Xerox Corp. *Marion Wadsworth Cannon* is deeply involved in Civil Rights in Charlotte, N. C. She received an honorary degree of Doctor of Humane Letters from St. Augustine's College and is now on the board of trustees of Barber-Scotia College in Concord, N. C. She is also on the Board of the Sanbel-Captiva Conservation Foundation, which is involved in saving the Island of Captiva from high rises and pollution.

Your correspondent and her husband travelled to Europe and Ecuador to see their son Paul in his last year there with the Peace Corps, and also to attend his wedding to an Ecuadorian girl.

The Class belatedly extends its sympathy to Ida Kinkade on the loss of her twin sister, Ione March '68. Ione retired from the High School in Kingston, N. Y. in June '67 after 35 years of teaching science. The Class also extends its deepest regret to *Louise Gottschall Feurer* on the loss of her husband Mortimer, December, 1969.

Remember

The Thrift Shop

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Everybody's Thrift Shop
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28

Janet D. Schubert
330 Haven Avenue
New York, N. Y. 10033

Dorothy Welch White writes that her husband and she live in a salt box built in 1789 and consequently are interested in their Monroe Historical Society. They are dedicated to conserving natural resources and have helped obtain 6 acres on a trout brook in Woodland. *Martha Boynton Wheeler* writes that her 4 grandchildren gives them joy. She has 2 daughters who are doctors.

Florence Spiltoir Smith and her husband Arthur retired recently. Their hobbies now include travel, golf, gardening and volunteering in local hospitals and organizations.

29

Dorothy Neuer Sweedler (Mrs. J.)
720 Milton Road
Rye, N. Y. 10580

Helen Phelan Mara is a volunteer at St. Vincent's Hospital where the John V. Mara Memorial for Cancer Research is her pet project. She reports the arrival of her third granddaughter. *Helen Pallister* still teaches psychology at Eastern Washington State College. *Edith Pomeranz Schrank* writes that her daughter received her Ph.D. from the U of Oregon in history.

Edith Spivack's daughter Rita Goldstein married Robert Christopher, executive editor of *Newsweek* magazine.

Norma Stiner Segalla reports "living completely in our trailer and enjoying the simple life in the open."

We learned from *Alessandra Comini '56*, an assistant professor of art history at Columbia, that her mother *Megan Laird Comini* received her Ph.D. in Italian at Columbia in '67. In fact they took their orals within a week of each other. Megan is teaching 3 courses at Southern Methodist U in Dallas and was voted "best teacher" by the student body. "Her whole family is extremely proud of her."

Hold Oct. 29 for annual dinner.

31

Catherine M. Campbell
304 Read Avenue
Crestwood, N. Y. 10707

Helen Beery Borders teaches Latin and French and acts as college counselor at Eagle Rock High School in L. A. Her husband teaches at California State College. *Beatrice Zeisler* is treasurer of Mitchell May, an insurance broker. *Rose Warshaw*

Oliver is in a doctoral program in psychology at City U. She is presently teaching at Queensborough Community College.

Ruth Abelson Seder's husband Harold is a real estate broker. Her daughter is a part time social worker at a nursing home while her son Paul, is an assistant professor of psychology at Georgetown U. *Julia Best Schreiber* is retiring from biology teaching in Red Hook Central School. Her eldest son George is director of Theatre and Drama at the U of New Mexico. She will assist her husband in making recreational use of their land as Sawkill Game Preserve "and help train dogs rather than kids". *Frances Kyne Regan* writes that her daughter is a sophomore at Tyler School of Art.

Erna Jonas Fife is chairman of the math department at Newtown High School in N. Y. Her husband has retired from teaching and is now engaged in real estate work. Her son Dan is teaching at the U of Minnesota and daughter Margaret works for N. Y. State's Judicial Conference.

Margaret P. Cole is an acquisitions librarian at Hofstra U after serving for 34 years on the staff of the Queens Public Library in NYC. *Cecile Ludlam Ambler* writes from California that she and her son have embarked on a book-shop partnership in Berkeley. Her husband Louis is an assistant to the Regional Director for Housing Assistance. Both her son and daughter graduated from Stanford U.

Virginia Wood Kuhlman is doing school social service work with Metro-Nashville Schools. Her husband teaches at Peabody Library School.

32

Janet McPherson Halsey (Mrs. C.)
400 East 57 Street
New York, N. Y. 10022

Constance Cruse Butler and her husband who spent 4 years at the U. S. Embassy in Dublin returned there for 2 weeks in April for his Yale '32 reunion. They were appointed delegates to the Republican State Convention in Portland, Maine, last May. *Vera Behrin* informs us that after having worked at the Trenton State College Library in N. J., she has been assistant principal at P. S. 10 in Brooklyn since October '69.

We read in the N. Y. Times that *Roberta Meritzer Thomas's* son Michael was "catapulted into the N. Y. limelight last October when he substituted for Boston Symphony Orchestra conductor William Steinberg who became ill in the middle of a concert at Philharmonic Hall".

We would like to correct an error in the

Winter issue '70: it was not *Irene Wolford Haskins* son John who was with Loeb, Rhoades & Co. but his wife, who graduated from Harvard Business School last June.

Anne Harnish Gleason is a technical adviser and assistant to the President of the sales division of the Graniteville Co., a large textile concern in S. C. *Lucille Knowles Mann* is a volunteer at South Nassau Communities Hospital and at the Cerebral Palsy Center. Her hobbies are ceramics, needlepoint and golf. Her husband is in special education developing a pilot program for mentally retarded and emotionally disturbed children. *Isabel Boyd* is chief of medical records at Barnert Memorial Hospital Center in Paterson, N. J. She is also involved with activities of Riverside Church and the Morningside Heights Republican Club. *Mazie Hadfield Hickey* is administrative assistant at the Broward County Ass'n. for Retarded Children in Fort Lauderdale. Her older son is Bureau manager for UP in Wyoming.

Janet Knickerbocker Webster has retired from being a real estate broker and is spending her time working with peace organizations. *Catherine Manson de Wette* and her husband have both retired. They have 2 children. *Frances Porter Moulton* is still working as consultant for education for the Episcopal Diocese of Spokane. She took her first trip to Europe this year to visit her daughter. She reports that this summer 2 grandchildren were added to her list. *Mila Shropshire Brain* is recovering from a broken heel suffered on the ski slopes of Michigan. *Rosine Ludwig Kraemer* and her husband are retiring as librarians after 10 years at Susquehanna U in Pa. *Aleen Ginsberg Schacht* is chairman for the National Big Gifts of Hadassah.

33

Gaetanina Nappi Campe (Mrs. C.)
73-20 179 Street
Flushing, N. Y. 11366

Josephine Skinner
128 Chestnut Street
Montclair, New Jersey 07042

Denise Abbey retired from USIA April 30th. She took a 2-week trip to India and Nepal last March and travelled to Europe this summer. Denise reported having dinner with *Anne Davis '32* in Reykjavic in May. During *Frances Barry's* quick trip to Europe in May she missed seeing *Loretta Haggerty Driscoll* who was in London at the same time, but did get to see the Passion Play at Oberammergau.



Elizabeth Armstrong Wood

Elizabeth Armstrong Wood, retired technical staff member of Bell Laboratories has received an honorary degree from Worcester Polytechnic Institute in Mass.

Marjorie Ruter True writes of her children: Diana who teaches in a school for emotionally disturbed and retarded children; Constance, who presented her with an adorable grandson 2 years ago; Richard, who lives in Australia and her younger son Paul, a student at Northeastern U.

The Class extends its sympathy to *Laura Smith Lomo* on the loss of her husband Alfonso, January 21. To *Alice Fairchild Bradley* on the loss of her husband Charles, February of this year.

34

Elinor Remer Roth (Mrs. C.)
93 Barrow Street
New York, N. Y. 10014

Elizabeth Lehman O'Neill reports the birth of her first grandchild last summer in Bavaria, where her elder son is a US Army photographer. Elizabeth teaches English at Olympian High School. *Dorothy C. Thielker* is retiring in June from teaching and will move to Florida. *Nathalie Drozdoff Cherny* is a concert pianist and teacher, carries a heavy schedule of lecture-concerts, and also works with disturbed children. *Alice Semmes Mickelwait* will retire from the various boards on which she serves when her husband retires from Boeing. They recently visited their son in Germany, where he is a doctor in the Air Force.

Anne Hutchinson McConnell is selling her Florida apartment to move to N. C. She studies full time at the University and may continue her Ph.D. She recently met *Helen King '42* of Durham, who is also a Ph.D. candidate there. *Rachel Gibb Barr* is a teacher aide in the Rochester Public School System. Her daughter Rachel, the

eldest, is also teaching in Brentwood, L. I. *Juliana Johns Krause* and her husband Richard have been living aboard their cruiser, the "Drambuie". They've had a wonderful trip from Canada to Florida and are now headed back north. *Esther Merrill Wise* plans to attend the NEA convention in Hawaii to meet her new daughter-in-law this summer, then to Oregon and Colorado.

Jeane Meehan Bucciarelli is a busy travel agent. She is also active in Parents Without Partners and in the Single Adult Ass'n. of the Ethical Humanist Society in Nassau County. *Natalie Joffe Moir* had an interesting trip to England and France. She reports having met *Alice Kendikian Scorby* at a gathering. Alice teaches sociology at C. W. Post College.

Our president, *Sylvia Weinstock Weinberg* wishes to extend grateful thanks to the following who aided her during the Fund appeal by serving as Class Sponsors: *Marguerite Dressner Brown, Jeane Meehan Bucciarelli, Alice Canoune Coates, Dorothea Bernard Dooling, Elaine De Passe Eaton, Muriel Schlesinger Ecker, Mary Dickinson Gettel, Marjorie Hirsch Kavey, Margaret Gristede MacBain*, and yours truly.

Olga Haller has been re-elected as vice president of Essex Blood Bank. *Dorothy Glenz Warms* is a deputy secretary of Rehabilitation International.

Please send any class news intended for the November issue directly to the Alumnae Office, as your correspondent will be on vacation at deadline time, Sept. 3. Information for the winter issue should reach me no later than Thanksgiving. Have a good summer.

36

Sonya Turitz Schopick (Mrs. L. E.)
52 Algonquin Road
Bridgeport, Conn. 06604

Jane Eisler Williams returned from a trip to East Africa with Dutch friends. Last fall, she was all over Europe, Mexico and the Equator.

Marcy Dolgenas Shapiro is teaching calculus at Rutgers. Her son Stephen graduated from Chicago Medical School June '69. *Margaret Bowman Reilly* reports her oldest daughter is married; one daughter at Marymount College; her twin boys are both freshmen at Manhattan College and 4 others are still in elementary schools. *Helen Lautz Weinrich's* last 2 children (of 4) are now in college. Elise is a freshman at Bennington and Jim is a sophomore at Princeton. *Margaret Davidson*

Barnett's daughter Edith, Barnard '64 is a second year student at NYU Law School.

Barbara Graham Junge teaches English at White Plains High School. She will be on sabbatical next year in the British Isles and will take graduate courses in writing at the U of Denver. Ann Furman Feuer has been appointed to the Pioneer Press promotion staff in Winnetka, Ill. She will serve as coordinator of special issues.

37

Dorothy C. Walker
75 Main Avenue
Sea Cliff, N. Y. 11579

Julia Fisher Papper and her husband have moved to Biscayne, Fla. He is now dean of the Medical School and vice president for medical affairs at the U of Miami. Their daughter Barbara, is at the Graduate School of International Affairs of Columbia. Mary MacDonald Crain is still busy and active with their business in Darien, Conn. She and her husband have purchased a retirement home in Florida.

Naomi Gurdin Leff is still teaching nursery school and kindergarten. Her daughter Frances is a registered nurse; Marcia is teaching French and her son Joel is a junior at Lehigh U. Katherine Walker Sanger returned from England visiting friends. Her daughter Helen is involved in community work in Cincinnati; Charlotte graduated from Pembroke last June and Frank enters college this fall.

Edna Fuerth Lemle missed reunion this year—she was attending the World Real Estate Convention in Dublin, Ireland.

38

Valma Nylund Gastrom (Mrs. E. H.)
2 Adrienne Place
White Plains, N. Y. 10605

Present at Alumnae Reunion this June were: Elizabeth Park Detmold, Louise Barten Dott, Marjorie Harwich Drabkin, Adelaide Murphy Evans, Ruth Lewis Rahde, Virginia Shaw, Janice Wormser Liss, and Valma Nylund Gastrom. It was a rare opportunity to hear how the undergraduates are thinking about current national happenings on the political and academic scene, and more of our class should attend these occasions and keep attuned to events at our own Alma Mater.

Marjorie Drabkin is working on curriculum revision for the Board of Education and published a book this September: *Designs for Reading: Prose*, Houghton Mifflin Co. Caryl Rothchild Feldman is chairman of Braille Transcribing Group

in Hollywood, Fla. She is also studying drawing and sketching. Ruth Landesman Rosenfeld is a guidance counselor in New Rochelle High School. Her husband Stanley has published a book: *Defending America's Cup*. Sue Sloss Kaufman is teaching English as a second language to children newly arrived in the U.S.A.

Leonore Schanhous Krieger writes that she and her husband Jerome had a reunion with Barnard '38ers last May, at the wedding of Edna Holtzman Senderoff's son Paul. Present were: Frances Meyer Mantell, Marcy Dolgenas Shapiro '36, and Adele Rosenbaum Curott. Janice Wormser Liss reports an annual reunion with Alice Corduke Wahmann '41 in Swarthmore, Pa.

Our class president, Louise Dott will spend next year in Sheffield, England, under a Fulbright fellowship, as a home economics instructor of secondary school teachers at the Toteley College of Education.

1969 has been a good year for Mary Lawlor Lynyak who traveled around the world. Her daughter, now married, is doing graduate work at Catholic U in Wash., D.C. Virginia Hayes Nugent is president of the League of Women Voters of West Virginia. Last April her daughter danced with the Pittsburgh Ballet Co. in "Carmen" and "Swan Lake".

39

Emma Smith Rainwater (Mrs. J.)
342 Mt. Hope Blvd.
Hastings-on-Hudson, N. Y. 10706

Lenore Altschule Boling is a psychiatrist, her husband, an internist. Lenore works part time on the Harvard Medical School teaching staff. They have 6 children. Wilma Walach Dancik is teaching second grade in Hartsdale, N.Y. She took graduate courses at Manhattanville College. The Danciks have 3 daughters in college. Barbara Shloss Ross is doing community work. Her eldest daughter is in her third year of a doctoral program at Columbia, her younger daughter graduated last June from the U of Rochester and is now working at the Department of Justice in Washington.

Mary Richey Miner's husband recently accepted the position as assistant to the Chairman of the Physics Department at Princeton. Their daughter Becky is a computer programmer at the Medical School in Virginia. Vivien Garfinkel Warren's son David is a senior at Columbia.

Esther Anderson Rowe had a lovely time in Europe, but was sorry to miss re-

union '69. From Guadalajara she writes: "several of our children visited us here in Mexico that summer including my youngest Tracy, who was married to Sgt. Thomas Marshall early in May. She came for a visit after he was sent to Vietnam and then returned to their home in Pa. Unfortunately, her dreams were shattered when he was killed on patrol just before Christmas."

Shirley Simon Low's daughter Penny, was married in December to Matthias Bowman. Penny is a graduate of Syracuse U, and has been a computer programmer with IBM.

41

Helen Sessinghaus Williams (Mrs. J. M.)
336 Westview Avenue
Leonia, N. J. 07605

Marjorie Lawson Roberts wrote that 1968 was a good year for them. They moved to Chapel Hill, N.C.; her husband accepted a professorship in Physics at the University; and their daughter graduated from Oberlin College.

Jane Ringo Murray's husband became rector of St. Bede's Episcopal Church in Atlanta last April. They have 5 children. In September, Alice Corduke Wahmann and her husband are planning a vacation to Germany to join their younger son Stephen who is in the Army.

42

Rosalie Geller Sumner (Mrs. G. H.)
7 Pine Road
Syosset, N. Y. 11791

Dorothy Clark McMaster has been working at Grace Church in Syracuse in Adventures in Education, an inner city program. Jane Morrell has been promoted to rank of full professor at Goucher College. From California, Peggy Elliot Wayburn reported that she recently edited and contributed text to Sierra Club Publication, *The Last Redwoods and the Parkland of Redwood Creek*. She and her husband are very active in conservation activities.

Jeannette Vas Nunes van Walsem, whose husband is director of Shell, Netherlands, is an active member of the "Institute of World Affairs" and the Dutch committee of "Fraternite Mondiale". Joan Brown Wettingfeld is among the contributors in the June/July issue of *Instructor*. Ana del Valle Totti is fund chairman for her local prep school in Puerto Rico.

Patricia Highsmith, recognized as one of the top writers of suspense fiction, is completing revision of a new novel *Ripley*

Under Ground while visiting her parents in Fort Worth. Patricia lives in her 400 year old stone farmhouse at Montmachoux, France.

43

Maureen O'Connor Cannon (Mrs. J. P.)
258 Steilen Avenue
Ridgewood, N. J. 07450

Married: Eugenia Earle to Dr. Jere B. Faison, living in NYC. Eugenia is on the faculty of Union Theological Seminary and Teachers College.

Muriel Katz Goldman works for the American Jewish Committee which "specializes in analyzing (under professional guidance) extremist trends in American political thinking". Beatrice Starr Ende's current interests are "establishing interior decorating service, real estate and stock market touch!". Her husband is chief of pathology at the Grady Memorial Hospital in Atlanta. Norma Shpetner Levin reports that her daughter Martha, has been accepted as a member of the Barnard Class of 1974. Norma is still teaching math. Augusta Kaufmann Lehn's 3 children are in college: Ellen, a doctoral candidate at Brandeis; Kenneth, Columbia '71; Barbara, Barnard '74.

Peggy Jackson McComas writes that her husband Bob is a senior chaplain at U.S. Naval Academy in Annapolis. They became proud grandparents in January. Sally Falk Moore returned to her job as professor of Anthropology at the U of Southern California after a year of research in London and Africa. Annette Dreyfus Benacerraf and her husband will move to Boston in July where he will be on the faculty of Harvard Medical School. Her daughter Beryl is a junior at Barnard and loves it. Dottie Sheffield Aronstam is taking *Home Horticulture* courses at Pasadena City College. Her husband is a doctor. Dorothy Summers Higgins received her M.A. in classical languages from St. Torin University after her husband died. She wrote a children's novel about ancient Greece, *Ring of Hades* published by Parent's Magazine Press last November.

44

Diana Hansen Lesser (Mrs. R. E.)
200 West 14 Street
New York, N. Y. 10011

Francoise A. Kelz is still teaching biology at Kent School in Conn. Lilli Krieger Keene earned her M.S. in Library Science at Columbia in '67, but "family obligations have not yet allowed me to begin working".

Janie Clark Ericsson and her husband left the wildlife of Kenya last August for London where they have settled into a 6-storey town house, a stone's throw from Buckingham Palace. Jacqueline Levy Gottlieb breeds dogs. She ran her first match show for soft-coated Wheaten Terriers, "shaggy blonde from Ireland that don't shed or smell".

46

Charlotte Byer Winkler (Mrs. B.)
81-40 248 Street
Bellerose, N. Y. 11426

Virginia Warfield Brieant is active with the National Foundation, March of Dimes and doing educational programs in Westchester High Schools on birth defects. Her husband, an attorney, is the newly elected legislator for Westchester County Board of Legislatures. Judith Rudansky Goldsmith is a free lancing actress and an editor-writer on one of the local newspapers in Hewlett, N.Y. Her husband is an associate professor of ophthalmology at N.Y. Medical College.

Patricia McClement Failla has been appointed by the Society of Sigma XI in New Haven, Conn., to the Committee on Membership-at-Large for 1970. Dorothy Sterns Cliff's husband is in the process of organizing and running a work activities center for the handicapped of Tuscola County, Mich.

47

Georgia Rubin Mittelman (Mrs. E. S.)
316 North Street
Willimantic, Conn. 06226

Anne Attura Paolucci's "The Short Season" a 3-act play was premiered last May 7 at the Cubiculo in NYC. Erna Ebeling DeAnna is busy with the League of Women Voters. Her husband is an engineer with the N.J. Bell Co. June Felton Kapp received her M.A. from Teachers College. She is now teaching at Hastings High School in N.Y. and has been teaching social studies in secondary schools since 1965. Ann Turkel Lefer's article "Spectator Sport: Pornography, a psychophrodisiac", was published in *Psychiatric Opinion*. Her husband is an instructor at Columbia, College of Physician of Surgeons and lectures about psycho-somatic aspects of dentistry.

Nancy Stevens' name appeared in the 6th edition of *Who's Who of American Women*. Nancy is assistant professor in the department of counseling and student development at Hunter College. She was

also awarded the Gordon Hardwick Award by the Middle Atlantic Placement Association. Mary Cabiness Jansen is working on a master's in special education for the emotionally disturbed. Perry Fitch Watson has completed a busy term as president of their local PTA in Atlanta. Diana Gordon Williamson reports that she and her husband have been Texans for 20 years where her husband developed a successful chemical business. Omaha Perino Mondello is assistant head librarian at Catholic U of America. Her husband Tony is general counsel of the Civil Service Commission. Isabel Sarvis Aird received her M.A. in journalism from Syracuse U last summer. She now operates her own agency EWGA (editing-writing-Graphic Arts) and also teaches yoga. Her husband Doug is unit manager with Integrated Circuits Project, G.E. Co.

48

Natalia Troncoso Casey (Mrs. J. P.)
21 Canon Court
Huntington, N. Y. 11743

Nancy Cone is a senior editor and head of the *College Outline Series* at Barnes & Noble, and is also vice moderator of the Board of Deacons of the Madison Avenue Presbyterian Church. Nancy Ross Auster was elected representative from Canton College to the State U of N.Y. Faculty Senate. This body is concerned with university wide issues. Ruth Meyer Polin is now associate professor at Michigan State U. Nathalie Lookstein Friedman is presently engaged in directing a government sponsored study of students and institutions participating in the educational opportunity Grant Program. The research is being done at Columbia's Bureau of Applied Social Research.

Helen Archibald is teaching history of education at Indiana U and is also working on a thesis on the same subject.

49

Marilyn Heggie De Lallo (Mrs. L.)
Box 1498
Laurel Hollow Road
Syosset, N. Y. 11791

Married: Eva Loewe Mautner to Richard E. Bowers, living in Costa Mesa, Calif.

Inga-Britta Elgcróna Braunlich writes that she is singing, teaching, and doing her Ph.D. thesis in Wash., D.C. Her husband is presently on a concert tour. Peggy Friend Secor had a marvelous trip in England and Scotland last summer with

the St. George's College Choir. This year, she and her husband, a professor of French, with their 3 boys will tour France. *Leeanne Gwynne MacColl* spent all of last year in Rome with her husband and 2 daughters.

Peggy McCay worked for 2 and a half years on ABC-TV Show "General Hospital". *Barbara Rouse Hatcher* writes that she will be receiving her M.A. in history from San Francisco State.

51

Bernice Greenfield Silverman
303 West 66 St., Apt. 8F East
New York, N. Y. 10023

Gertrude Brooks Lushington is doing part-time work with brain damaged children. *Barbara Fischer Moses* worked as a social worker in an adoption agency on a part-time basis 4 years ago. She is living in Brookline, Mass., with her husband and her 10-year old daughter. *Phyllis Daytz Keller* earned her Ph.D. in American civilization last June, 1969. She is currently on a grant from the Radcliffe Institute for Independent Study to write a book on the first world war. Her husband is chairman of the history department at Brandeis U.

Olga Jargstorff has been named the new director of the Lafayette Art Association in Indiana. Her husband is a professor of electrical engineering at Purdue U. *Blanche Frenning Strater* continues as president of her own interior designer's company. She is vice president of the American Institute of Interior Designers as well as a member of the National Board of Governors.

Bertha Boschwitz Hartry's husband Ted is working at the State Department in Washington. Their last assignment 3 years ago was at the American Embassy in Warsaw, Poland. Bertha is a volunteer at the Washington Opportunities for Women. *Marie-Louise O'Rourke Smith* is an assistant librarian in the Hinsdale Public Library in Ill. Her husband was recently appointed vice president of Ansforge of Chicago. *Miriam Nelson Brown* is presently the chairman of Sayville Auxiliary to Suffolk Center for Emotionally Disturbed Children. Her husband is an electronic engineer and is taking his M.A. in business administration. They have 5 children.

Doris Rogers Murray works as a picture framer in an art bookstore in Malibu, Calif. Her husband Bill writes novels, plays and through magazine assignments, they will be touring the West, Mexico and Europe.

52

Barbara Skinner Spooner (Mrs. R. S.)
35 Harvest Hill Road
West Simsbury, Conn. 06092

Married: *Janet Main d'Elia* to Danny Shea, living in Valley Center, Calif.

Miriam Schapiro Grosop has been named acting chairman of Mathematics and Science Education Department at Yeshiva U's Belfer Graduate School of Science. Both *Jeanette DiRusso Macero* and her husband teach at Syracuse U. Jeanette teaches English and her husband is a professor of chemistry. They have 2 children. *Frances Conn* has been appointed Dean of Instruction at Allan Hancock College in Santa Maria, Calif. *Ruth Gottesman* is the supervisor of the Center for Learning Disabilities at Albert Einstein College of Medicine at Yeshiva U.

Nan Heffelfinger Johnson will be spending the academic year '70-'71 in England, where her husband will be doing research and writing on a Guggenheim Fellowship. She writes that it will be a welcome change from her recent duties as an appointed member of the new Rochester Landmarks Preservation Committee. *Marie Hofstedt Jolkovski* has been living in the Netherlands since September when David was transferred from Fasson US to Fasson NV (Nederland). *Ines Monaco Aull* is a senior attorney for Mental Health Information Service, an agency of the Appellate Division.

Beatrice Nissen Greene reports that after 2 years in London, they will be returning to their home in Westfield, N.J. this summer. *Dena Rosenthal Warshaw* is on board of directors of the League of Women Voters of NYC.

Barbara Seaman Freestone belatedly reports the birth of their third child, Paul Robert December, 1965. They live in Camp Hill, Pa.

53

Mary Jane Noone
200 Highland Ave.
Newark, N. J. 07104

Married: *Barbara Alworth* to Clyde Swasey, living in Hollywood, Fla.

Born: to Padraic and *Ellen Conroy Kennedy*, their first daughter and second child, Erin, March 16. Padraic is vice president of Baisi-Cascade Urban Development in Washington.

Elizabeth Sommer Braham is an information scientist for the Institute of Electrical & Electronics Engineers in N.Y. Her husband is a political science professor at



Shirley Henschel

City College. *Eleanor Meyer* is secretary at the Department of Urban Renewal in Rochester. *Susan Ottinger Friedman* does volunteer work for Jewish Board of Guardians and Child Development Center in N.Y. *Ellen Schleicher Bodenheimer* works as a part-time legal advisor to the Housing Code Enforcement Division of Stamford Health Department.

54

Lois Bingham Butler (Mrs. E.)
5415 North 36 Road
Arlington, Va. 22207

Florence Wallach Freed is currently a staff psychologist at the Children's Development Clinic in Cambridge, Mass. *Harriet Reiss Meadow* has been appointed Systems Development Manager of the Flora North America Project. This project is to develop an information system to support floristic-taxonomic research.

Shirley Henschel has been named public relations director of the Ideal Toy Corp. Shirley had been vice president of Flora Mir Candy Corp.

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Nancy Brilliant Rubinger (Mrs. R.)
54 Riverside Drive
New York, N. Y. 10024

Married: *Harriet Wilner Burns* to Wolfgang Pappenheim, living in NYC.

Wolfgang is a child psychoanalyst. *Peggy Hitchcock Scarrone* to Walter Bowart, living in Tucson, Ariz. *Toby Stein* to Daniel Kilfoyle, living in Hamilton, N.Y.

Ann Sperber is consulting editor for children's books at McGraw Hill and Franklin Watts, Inc. *Jane Lowell Krauss* is living in Alaska where her husband, a linguist, works for North Alaskan Indian and Eskimo Groups. Jane is a clinical psychologist.

Cynthia Bachner Cohen received her Ph.D. in philosophy from Columbia this year. Her husband is establishing a depart-

ment of anesthesiology at the U of Colo.

Lois Bruce Cater, who published *SPACE ABC* in 1967, moved from Scarsdale to Hawaii where she was born. They have 3 children.

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Marilyn Fields Soloway (Mrs. R. D.)
1108 8 Avenue, S.W.
Rochester, Minn. 55901

June Rosoff Zydney (Mrs. H. M.)
5 Woods End Road
Rumson, N. J. 07760

Married: *Rhona Ginn* to Philip Sterling, living in NYC.

Madeline Stern Cohen is teaching art at the Nathan Hale School in Mt. Vernon, N.Y. *Diana Lilienfeld* is a clinical psychologist at the Metropolitan Hospital and an assistant professor of psychiatry at the N.Y. Medical College. Her paper, "Mental Health Information and Moral Values of Lower Class Psychiatric Clinic Patients" is being published in the *International Journal of Social Psychiatry*.

Carlotta Lief Schuster is on the faculty of the N.Y. Medical College, Department of Psychiatry. Her husband is a professor of organic chemistry at NYU. *Joan Fishkoff Kasner* has been reviewing new publications for the international *Journal of Learning Disabilities* and doing some substitute teaching. Her husband David, is an ophthalmologist who has been speaking around the country on a radical sight-saving surgical technique he devised.

Phyllis Blumenthal Wahl works part-time teaching children with learning disabilities. *Ann Lord Houseman* was awarded her Ph.D. in the Behavioral Sciences from the U of Delaware a month before the birth of her third daughter last summer. Ann was elected to Psi Chi, the psychological honor society, and served as a research assistant on a government project involved with teaching procedures for the educable retarded. *Eugenia Noik Zimmerman* has been teaching at Carleton U in Ottawa. She is currently awaiting publication of 2 articles and her Ph.D. thesis, all of which are on Sartre. *Sarah Berman Pomeroy* is teaching Greek and Latin at Hunter College.

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Betty Reeback Wachtel (Mrs. J. A.)
18 Taylor Road, R.D. 4
Princeton, N. J. 08540

Married: *Annette Raymon Glickman* to Norman L. Smith, living in El Cajon, Calif.

Born: to Paul and *Valerie Matko Wallace*, Andrew Jeffries, their first child; to Solomon and *Ellen Greer Farhie*, Carolyn Beth; to Joel and *Eleanor Cohen Burstein*, Michael Abraham. Eleanor is practicing law, part-time, and Joel is a copy editor on the *Daily News*. Richard and *Anne Hendon Bernstein* had twins, September 1969.

Kelcey Liss Klass is the treasurer of the Barnard Club of Cleveland. She and her husband Jack both teach junior high school classes at the temple, on weekends. Jack is a budget planning analyst at Standard Oil of Ohio. *Anne Renouf Headley* writes that she and her husband are both professors at the U of North Carolina. John is in the history department, and she, in political science.

Vicki Wolf Cobb's: Logic: A First Book, was published last fall, and 2 more "First Books" titled *Cells* and *Gases* were published this spring. Vicki has also finished a book for third grade for *Parents Magazine Press*. Her husband Edward, is on the Barnard faculty.

Elaine Greenberg Erichson recently returned from a 3-year stay in Germany and is now settled in Stamford, Conn. Dick and *Rhoda Lichtig Kleid* returned from a vacation in Europe. They moved to Pittsburgh, June 1969.

Mary Mulroy Kowta's husband Mark has joined the faculty of Chico State College in Calif. She reports the birth of their third son last May '69. *Anita Sharfskin Greenberg* writes that she will soon return to teaching. They have just moved to New City, N.Y. and are busy getting settled. Her husband owns an insurance agency in Mt. Vernon. *Virginia Salkucki Brewer* is in private practice of psychiatry, along with her husband Jack.

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Marilyn Forman Spiera (Mrs. H.)
1701 Avenue I
Brooklyn, N. Y. 11230

Married: *Priscilla Baly* to Clayton W. Bates, living in San Francisco.

Marilyn Levin Pet "finally got her B.A. after 14 years of plugging away". She started work for an M.A. in communication at the U of Connecticut. *Lillian Esther Dumont* is teaching French at Boys High School in Brooklyn and Washington Irving Adult Ed. in the evenings. *Gail Bernstein* teaches Japanese history in the Oriental Studies Department of the U of Arizona. Gail was in Japan learning to speak the language and doing research for her doctoral dissertation and returned

for her second visit last summer.

Firth Haring Fabend is special projects editor at Harper & Row, College Department. She reports the birth of their second daughter last October 1969. *Olivia Mattioli Pagliaro* is working for IBM as a programmer-analyst. Her husband Sal, has his psychiatric practice in White Plains. They recently bought their first house in Pound Ridge, N.Y.

Madeleine Pelner Cosman who is on leave as a professor at CCNY is completing another book: *Medical Practice and Malpractice in Medieval England*. She is also a curator of Galeria Medievallia, which acquires and sells medieval and renaissance furnishings and works of art. Her husband is a plastic surgeon at Columbia-Presbyterian Medical Center. They live in an "old Gothic-Georgian-Spanish-Colonial house in Tenafly".

Coralie Marcus Bryant is in London but plans to return to Washington in July, to be back at American University in the fall. She reports of some classmates who visited her: *Marian Markow Wood* and *Marlene Feldstein Ross*.

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Marilyn Umlas Wachtel (Mrs. A.)
2601 Henry Hudson Parkway
Riverdale, N. Y. 10463

Dorothy Memolo Bheddah (Mrs. C.V.)
35-20 Leverich St., Apt. A 302
Jackson Heights, N. Y. 11372

Married: *Margaret Newcomer* to John R. Madden, living in NYC. *Madeline Engel* to Thomas P. Moran, living in the Bronx.

Born: to Gerald and *Joan Rosof Schultz*, a son, Evan Paul, October 1969; to Edward and *Ellie Warshaw Davidson*, a girl in January; to Chotalal and *Dottie Memolo Bheddah*, a girl, Karen, in April; to Morton and *Leslie Bunim Heafitz*, their third

We've Moved Again

The cost of the renovation of Milbank Hall is measurable not only in dollars, noise and debris, but also in the number of times offices must be moved around to accommodate the renovators. The Alumnae Office is now in its second temporary home, Our new quarters are in the basement, in Room 37. It's a large, cheery room, in the southwest corner of the building, under the office of the Dean of the Faculty. Come visit.

child, July '69; to Murray and *Linda Beth Feldman Janower*, their third child, November '69. Bibb and *Jane Arbiter Latane* had twin girls in January; to Fred and *Carol Feist Dickert*, their second girl Wendy Beth, in May.

It is not too soon to be planning our reunion for next June. Anyone interested in working on same, please call me, 796-0776 or write. Save the weekend!

Many of our wonderful classmates RSVP'd my questionnaire last year and have yet to see their names in print! I shall include their news items at a future date. Please be patient!

Mort and *Ina Weinstein Halperin* were at Expo '70, Mexico and Austria. *Ann Fine Ascher* is a busy interior designer and traveling extensively. This year she plans to visit Europe and the Orient. After living in "swinging" London, Arnold and *Robin Solomon Kanarek* are now in Somerset. Robin took a Dip. Ed., an equivalent of an M.A.T. at the Institute of Education in London U. She teaches English and Drama. Arnold is a marketing executive and a jazz musician.

Murrie Weinger Burgan has completed a postdoctoral editorial training program at Rockefeller U. She is assistant editor of the journal *Circulation*, of the American Heart Association. *Sara Elizabeth Worthman* received her graduate degree in speech and theatre arts from Colorado State College in Greeley.

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Rhoda Scharf Narins (Mrs. D.)
1 Pinebrook Drive
White Plains, N.Y. 10605

Married: *Elaine Landis* to Dana Geiger, living in NYC; *Elizabeth Sessions* to Robert L. Pease, living in NYC; *Claire Teitelbaum Falk* to Albert Etaugh, living in Peoria, Ill. They are both associate professors of the psychology department

Book-In

The Barnard Book-In still needs your time and money. This project, in which the College buys books to give to the students at Public School 113, 113th Street and Seventh Avenue, has been highly successful, but its continued success requires continued support.

Send contributions to the Book-in, Alumnae Office, 37 Milbank. For further information on how you can serve in the Book-In, call 280-2005.

at Bradley U.; Dorothy Parry to William Belknap III, living in Honolulu.

Born: to Norman and *Naomi Steinlight Patz*, a girl, Aviva Miriam, April 18. Norman is the rabbi of Temple Sholom of West Essex. To Albert and *Linda Benjamin Hirschson*, their second child, Pamela Ellen, February 4.

Vivian Himmelweit Decter, her husband, and 2 children have moved to southern California, where her husband is a urologist at the March Air Force Base.

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Elizabeth Pace McAfee (Mrs. R.)
1927-C Morningside Drive
Burlington, N. C. 27215

Married and living in NYC: *Martha Gellhorn* to Harald K. Heggenhougen, Harald is assistant to the director of the Center for Urban Education and is completing work for his Ph.D. in New School for Social Research; *Sigrid von Hoyningenhuene* to Desmond A. MacRae. *Martha Hope Rhoads* to Lonny Bell, living in Centre Valley, Pa. They will be spending winter in Egypt, where Martha plans "to work on her dissertation in classical archaeology with her Egyptologist husband."

Born: to Charles and *Ania Bojczuk Savage*, a son, their first child, January 1970.

Pearl Sternschuss Vogel is teaching economics part time at Pace College.

Susan Welber Youdovin reports that they are leaving the service in June and will move to Worcester, Mass., where her husband will become an assistant rabbi.

Tisa Chang writes that she will be "dancing in the forthcoming musical, *Lovely Ladies, Kind Gentlemen*, due on Broadway in December."

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Susan Kelz Sperling (Mrs. A. G.)
8 Hook Road
Rye, New York 10580

Married: *Priscilla Arnold Ohler* to Reed Markley, living in Woburn, Mass.; *Harriet Schwartz* to George F. Oster, living in Berkeley, Calif.; *Ursula Goodenough Johnson* to R. Paul Levine, living in Cambridge, Mass.

Born: to Hank and *Hannah Rosenberg Black*, a son, Matthew Freedland, August, 1969. To Stephen and *Pamela Ween Brumberg*, a son, Joshua Craig, March 25. To Melvyn and *Paula Chazkel Rosenstein*, their third son, Joshua James, April 20. Mel is chief resident in urology at NYU Medical Center. To Robert and *Eleanor*

Lee Browning, Jessica, May 4.

Judith Ann Yannello is at present employed with the U.S. Department of Justice, in Washington. Following graduation from Cornell U, and admission to the N.Y. Bar, she had been employed as a law clerk with the U.S. Court of Claims. *Ruth Wallman* is an actress and board member of the CSC Repertory Co. in New York. Michael and *Eleanor Leon Sovorn* are both practicing law in NYC.

Medically involved husbands abound in this issue: *Judith Guralnick Ingis'* husband David is a first year resident in internal medicine at Buffalo General Hospital; *Susan Romer Kaplan's* husband, Dan, is a radiologist in Los Angeles. They have 2 children; *Gail Yaeger Gitman's* husband, Paul, was chief resident at L.I. Jewish Hospital. The Gitmans left this past summer for "destination still unknown" for 2 years in the Air Force with their 3 children; *Diane Carravetta Stein's* husband, Gene, received his Ph.D. in psychology from the U of Minnesota. They are planning on a year-long trip around the world in August, 1971; *Joyce Guior Wolf's* husband, Bob, is doing a residency in obstetrics and gynecology and Joyce is finishing her residency in pediatrics at N.Y. Hospital; both *Myra Mass Weiss* and her husband, are finishing their first year residencies at Barnes Hospital. Hal is in surgery and Myra in medicine.

Sharon Block Korn's husband, Peter, received his Ph.D. in electrical engineering and plasma physics from Columbia. *Lynn Hood Holtzclaw* is active in political affairs. Her husband, Bob, is the administration manager for one of IBM's sales districts including offices in Texas, Florida, Washington, to name a few.

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Marcia Weinstein Stern (Mrs. R. L.)
67-40 Booth Street, Apt. 5G
Forest Hills, N.Y. 11375

Born: to Richard and *Marcia Weinstein Stern*, their first child, Jonathan Scott, May 7. Jonathan's godmother is *Barbara Leon* and the proud uncle and aunt are Sheldon and *Sheila Insoft Weinstein*. Richard and *Elizabeth Romberg Bernstein* are the parents of 1-year old twins, Jessica Katherine and Chanon Geoffrey. To Jonathan and *Helen Stern Sunshine*, a son, Gabriel Brendon, February 20. Helen and her husband are both pursuing doctoral studies at Columbia; she in chemistry and he in political science.

Lauren Seidel Storck informs me that *Jo Ann Schonfeld Harrison* and her hus-

band Michael are both working towards their doctorates at the U of Michigan. Karl and *Judy Schatz Schaeffer* are now living in Levittown, N.Y. Karl is copy-editing at *Newsday* and Judy is job-hunting. *Laura Inselman* received her M.D. from the Woman's Medical College of Pa. last June. Following graduation and a brief vacation she will begin her internship at St. Luke's Hospital in N.Y. *Linda Rappaport Ferber* is an assistant curator of paintings and sculpture at the Brooklyn Museum. She is continuing her graduate work at Columbia.

Rita Werner Gordon was just awarded a Woodrow Wilson Fellowship and has won the Pelzer Award of Organization of American Historians, April '69, for her article, "The Change in the Political Alignment of Chicago Negroes During the New Deal", *Journal of American History*, December 1969. *Patricia Savoie Gottfried* is an economic and market analyst at Westinghouse Electric, N.Y. She is also working for her Ph.D. at the New School for Social Research in Political Science. Her husband, John, is a real estate broker. *Nancy Hsu* is on a Ph.D. program for applied math at Harvard.

Jon and *Anne Cleveland Kalicki* are still in London. Anne works as an editor and photographer. Jon hopes to finish his Ph.D. by the end of '70. *Bonnie Neustadter* is currently on her master's program at Hunter College. She is working as a real estate agent on the East Side.

in Rochester. David is an advertising copywriter for Rochester Gas Corp., and Linda is a free lance writer primarily for Rochester *Democrat and Chronicle*. *Eleanor Sternberg* to Richard Calhoun, living in NYC.

Janet Carlson works with the Associate Foundation of Greater Boston, which is funded by a group of foundations and companies for urban problems. *Diana Brady Schoen* will "be picking up my doctoral studies at NYU". Her husband has just graduated from John Hopkins Medical School and will intern at the Montefiore Hospital in the Bronx. *Naomi Harman Chazen* and her husband are both teaching at Hebrew U in Jerusalem. *Jessica S. Pernitz* received her M.A. from the School of Advanced International Studies, John Hopkins U.

Helen Perlstein Pollard, a former teaching assistant in the Anthropology department at Barnard, was awarded a Columbia Travel Grant this summer and a Woodrow Wilson Dissertation Fellowship for next year. Both she and her husband are specializing in the archaeology of the New World. Gordon will be teaching at the State U College this fall. *Amy Hoffmann Cappell* has continued her studies in art since her graduation from Barnard. Her husband teaches math at Harvard. *Lauren Oldak* is writer-editor for Research for Better Schools, Inc., a regional educational research laboratory. She worked as promotion-coordinator for Philadelphia's educational TV-WHYY after her graduation.

and *Chung-ling Chang Chee*, a daughter, Mei Yi-Chee. To Richard and *Barbara Steinhardt Mayer*, Rachel Francesca, January in California. They now live in the Village and she is interested in getting together with other Barnard mothers in the area.

It's hard to believe how much has happened on the university campus since our last issue. From Earth Day to Cambodia to Kent State—its hard to report the trivialities of our daily lives; and yet that is what keeps most of us sane in this wierd world.

Audrey Strauss Itzkowitz is a second year law student at Columbia and lives in Manhattan. We are sorry about the error! *Karen Woland* is working at Grolier, Inc., as a copy editor. *Diane Serafin Blank*, in her second year at NYU Law School, has just been elected editor-in-chief of one of the law journals.

From the questionnaires: *Lucy Kantrowitz* works for the NYC Housing and development Administration; *Gail Wilder Squire's* husband is at Columbia Law; *Bert Tesler Sperling* is secretary for the CU Housing Office; *Heidi Hoeck Schulman* works for KCBS in S.F.; *Joanna Taylor Rysman* teaches pre-schoolers in a black ghetto area of Pa.; *Sue Berggren Rothchild* lives in Evanston, Ill., with her husband and 2 children.

Laura Gore Ross works for Congressman Riegle in D.C.; *Ronnie Sussman Ringel's* husband is a law student at Yale; *Myrna Shapiro Putziger* is at Boston College of Law; *Diana Halstead Otto Morrow* is a researcher of U of Pittsburgh; *Anne Sigismund Huff* teaches the educationally disadvantaged in N.H.; *Rebecca Schwartz Greene* is doing graduate work in history; *Robin Faine Grayman* is at CUNY in political science; *Dorothy Swern Federman* and her husband are both medical students in the Philippines; *Jeri Seife Famighetti* is at Rutgers in psychology; *Jane Wallison Stein* teaches in Greenwich Village; *Rosemary Jablonski Ford* is with D.C. Welfare Department; *Robin and Carolyn Henwood Hoen* work for Chase Manhattan in Buenos Aires; *Stephanie Helfer Malinow* is a teacher in rural Head Start Program in Mich.; *Ann Wenig Lowe* is assistant to the editor of Random House; *Anne Grant West* is a freelance writer; *Enid Scott* is with the Peace Corps; *Adele Charlat* works at St. Luke's Hospital; *Naomi Ivany* is an occupational therapist; *Amy Whitney* teaches at Shady Hill in Cambridge.

Thanks for the mail this month. What can one say, but PEACE in '70!

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Arleen Hurwitz
60 Hamlin Drive
West Hartford, Conn. 06117

Married: *Barbara Grumbach* to Samuel B. Wheeler, living in NYC. *Linda Grace Chiavaroli* to David Rosenbloom, living

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Linda Rosen Garfunkel (Mrs. R. J.)
16 Lake Street
White Plains, N.Y. 10603

Married: *Amy Morris* to Edward D. Hess, living in Charlottesville, Va. *Benna Gilda Fried* to Lorenzo Armanno, living in San Francisco. *Susan Goldsmith* to Kent Woodridge, living in Champaign, Ill. Those living in NYC: *Edna Bergman* to Martin Lapkin; *Roberta Marie Stern* to Frederick Rogge III; *Mary Just* to Scott Skinner. *Sheila Kovalski* to Walter Rosenstein, living in Hartsdale, N.Y.

Born: to Ira and *Gloria Westheimer Gansler*, Laura Beth, November 13, 1969. Ira is training to be an investment banker at Baker Watts & Co. in Baltimore. To Martin and *Grace Druan Rosman*, Stewart Mark, July 20, 1969. To Mutty and *Sheila Belman Moses*, a boy, April, 1969, in Israel. The Moses family is now in San Francisco where Marty begins his residency. To John

Help Wanted

Volunteer workers are urgently needed at Everybody's Thrift Shop, in which Barnard participates. The College and several other nonprofit institutions jointly run the shop at 330 East 59th Street, to provide funds for their educational and charitable activities. Alumnae who would like to serve both the College, and those for whom the shop is a source of quality goods at low prices, should call the Alumnae Office, 280-2005 for further information.

AABC News and Notes

By Ruth Saberski Goldenheim '35 and Nora Lourie Percival '36

Reunion Reviewed

Reunion week-end was enjoyed by all. The lectures were informative, the calligraphy demonstration and participation exciting, and the Tea Ceremony provided wonderful moments of relaxation. The two panels offered on Friday and Saturday helped to give a clearer picture of the campus today. Some people have asked about the reunion program covers. They were presented to the Alumnae Office free of charge through the good graces of a staff member who got them from the Japan International Christian University Foundation.

Book-In Report

We are happy to report that the two Book-In programs were successful. P.S. 113 is looking forward to repeat performances next year to cover more grades in the school. Please remember that this on-going community project needs your financial support — your \$1 bills can be sent to Room 37 — the new Alumnae Office in Milbank.

London, Anyone?

Our first alumnae-sponsored tour will offer a week in London around November 13. You will receive all the necessary information with details for reservations well in advance.

Gildersleeve Fund

The Virginia Gildersleeve International Fund for University Women Inc. is a new project of the AAUW whose aim is to provide funds for the international exchange of women in the intellectual professions. Its secretary, Dr. Dorothy Stratton, writes that the fund has been launched in the hope of furthering "mutual understanding and help to university women in numerous parts of the world." Barnard alumnae have been asked to lend their support to this 'good crusade', very much in the spirit of our own Dean Gildersleeve. Gifts may be sent to the Fund at Suite 1061, 110 East 42nd Street, New York, 10017, and are tax deductible.

