

# ARNARD ALUMNAE



Class  
of  
'76

LL '72



## ■ *Editor's Notes*

*This issue of ALUMNAE is a kind of mixed bag with the same diversity that characterizes Barnard. First of all, there is a scholarly piece on an unusual and pioneering preschool educational effort which took place right here at Barnard. Sadly, this remarkable undertaking which was working towards developing curricula for infant education is no more, at this writing. But the article by Dr. Barbara Mates, formerly of Barnard, still stands and Dr. Mates is continuing some phases of the work in another setting.*

*From the scholarly to the lighthearted with two articles: one by Ellen Kozak details her experiences running for alderperson in Milwaukee; the other by Nora Ravsky Schwartz started out as a piece on auditing Barnard courses and ended up as a kind of description of current Barnard student lifestyles. For everyone before the Class of '60, it will be clear that it wasn't like this when we were at school.*

*I urge you to read Alice MacTamany O'Sullivan Fehrenbach's wise and witty survey of women in history and her prescription for bringing some sanity into man-woman relationships.*

*Barbara Rose's account of an abortion performed in New York before the 1970 law making abortions legal is poignant and powerful prose, perhaps controversial but certainly unforgettable reading. And then there is the miscellany of Barnard-authored books the subjects of which range from George S. Kaufmann's and Racine's theatre through a model day care program to the tragedy of a son's suicide. The books, like the articles, reflect the multiplicity of Barnard life styles.*

*Will there be something that stirs a response in you? I hope so. If not, I would certainly like to know what sort of things you want to see in this magazine.*

*One thing I can promise you: there is nothing about the presidential election in these pages! BARBARA CARSON MAYER*



# Barnard Alumnae

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# ISSUES IN INFANT EDUCATION

By Barbara Mates

Day Care is seven letters that add up to a revolution. The issue is not whether but who. Will it be mother at home regardless of her desires or society's needs in the time-honored tradition? Or will society let increasingly less acquiescent mothers off the hook by making an acceptable alternative generally available?

While many forces in our society are still fighting about who, some have already begun to consider how. Among them is Barbara Mates, a member of Barnard's psychology department for ten years until September. At present, Dr. Mates is Educational Director of the Child Development Center for Visually Impaired Children at the New York Association for the Blind (The Lighthouse) and she has been named Infant Day Care Editor of *Day Care & Early Education*, a forthcoming periodical. Dr. Mates was the founder, guide and director of Barnard's Center for the Study of Early Childhood Development last year. Though the Center is now closed, we believe this article offers some challenging answers to the question: "What are the developmental implications of non-maternal day care?" EDITOR

The Barnard College Center for the Study of Early Childhood Development was set up both to fill gaps in our knowledge of early childhood development and to give Barnard students of child development a chance to observe young children.

It was my hope when I began it on an exceedingly modest basis in the fall of 1971 after five years of planning that the Center could formulate a developmental program beneficial to very young children in groups.

The children who are enrolled each year at the Center range in age from birth to two and one half years in age. They attend the Center for two hours a day, three days a week. Parents are always available if needed.

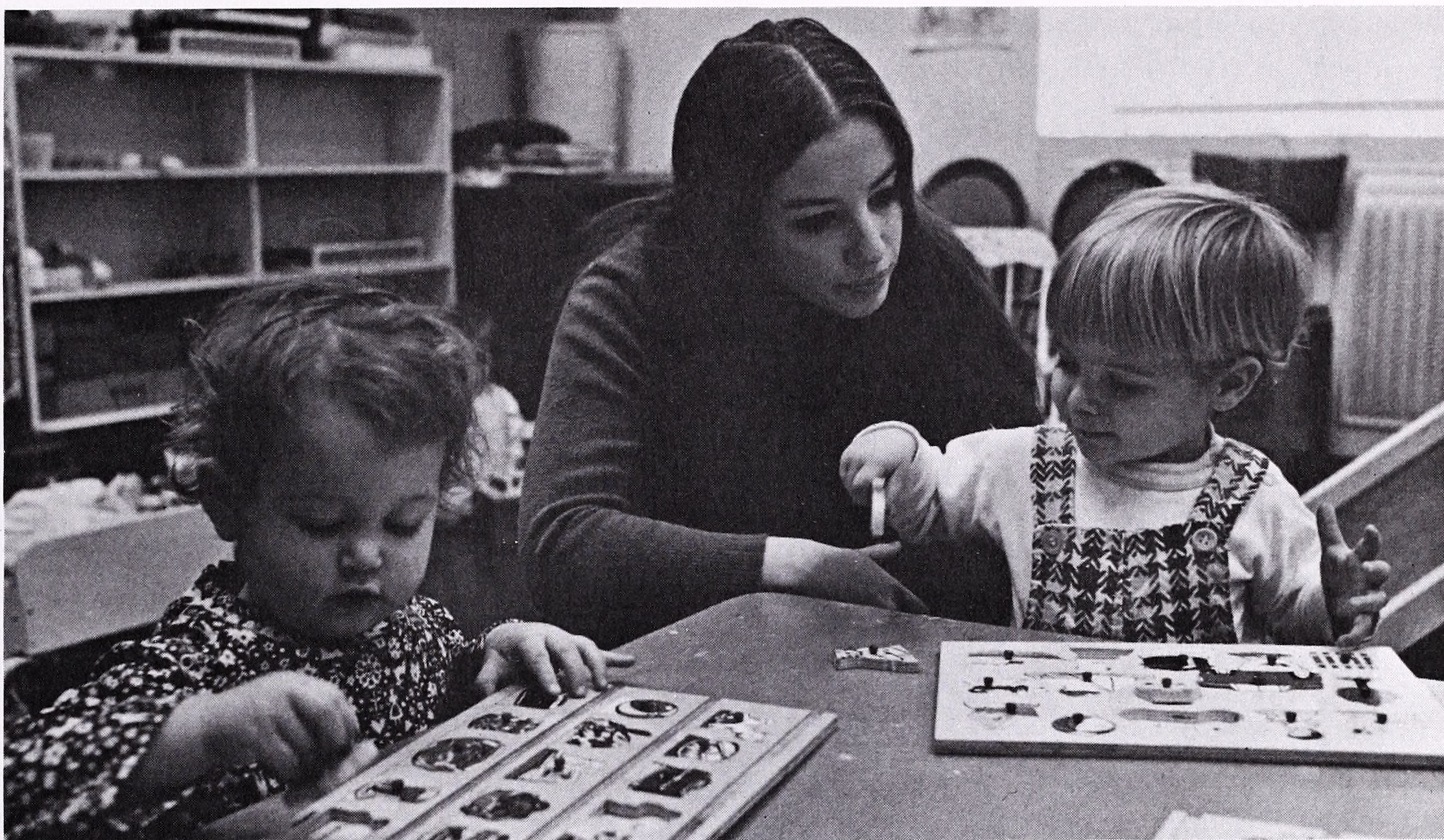
Our aim has been to throw light on such important issues as early reading, social interaction of infants and toddlers, attention spans, parent-child separations, aspects of language development, play objects and activities of interest to the very young child as well as naptime and bedtime behavior. The Center has also been involved with personnel training since students in a special seminar are being trained to work with the babies.

During its short existence the Center has attracted increasing interest outside the college. Visitors have observed and asked for guidance in setting up day care and other infant programs. And the Center has become a resource for the Columbia University Day Care Project. Perhaps because there is relatively little literature and guidance available, the Center has begun to fulfill its envisioned purpose as an innovative child study and demonstration program applicable to day care and other child education facilities.

I personally believe that without such evaluative programs we run the risk of continuing in the country past practices of having a few good and many bad child care facilities. For until we understand what quality infant care in a group setting means, we can hardly begin to promote it.

Some have suggested that the program is a utopian one in an artificial setting. They have argued that perhaps running a regular, full-day center would better meet the needs of reality. I believe, though, that the findings an academic evaluative program such as ours can make possible are of far more value to children than would be simply operating another day care center.





The programming developed for the children in the Center is rounded in nature—a balanced developmental program fostering intellectual, social, emotional, and physical development, bearing in mind the needs of each individual child. The atmosphere is free and unpressured; a basic premise of the program is that from the child's point of view the Center should be a good place to be. (Indeed, this proves to be the case—at first the children cried not when it was time to come to "school," but when it was time to go home.)

It has become apparent to me that the philosophy and approach of the Center are the focus of a large number of issues which, in and of themselves, are deserving of consideration.

Among the topics in this group are: effects of implicit views of the nature of the infant and young child, the concept of "readiness"; the nature-nurture controversy; age grading; early reading as a linguistic process; the effect upon early development of adult views of activities appropriate for young children; recent findings about early infant development; education beginning in infancy; the effects of infant-adult interaction upon development; language development and cognitive growth; effects of day care upon the child; effects of formalizing early developmental "curricular" items, and alternatives to day care centers. Also worth discussing are more immediately practical questions such as methods of implementing a quality curriculum for infants and young children in extant day care centers and setting up of an infant and toddler program.

The nature of the programming in centers for the

care of very young children may thus be seen to appear to be a vital factor in the children's development.

The type of programming implemented in a center for very young children depends upon the implicit, if not explicit, view of infant and toddler development taken by those who plan and run the center. If the infant is viewed as a passive being in whom behavior develops primarily as a result of genetically-determined maturation, then a rationale for activities of the center may lead to "leaving them alone and letting them grow." This viewpoint, a reflection, in part, of Rousseau's philosophy as set forth in *Emile*, makes the assumption that environment exerts little, if any influence upon development. Something is inside, waiting to get out. At the extreme, the following of this point of view might result in keeping infants in separate, sterile cribs with little interaction with each other or adults. Children may be age-graded in order to facilitate caretaking. This type of treatment, it has been found, does not lead to beneficial development and is usually detrimental to the child's overall progress.

Another school of thought about very early childhood development is that during the earliest years, aside from motor development of activities such as walking and object manipulation and perhaps eye-hand coordination, psychological growth consists mainly of social and emotional development. This point of view, often building upon the Freudian psychosexual and/or Erikson's psychosocial theories, seems to imply at the extreme that the development of interaction with others and of emotional expression are all-important. Even creativity is seen to involve mainly



emotional factors; at least the implicit assumption of many extant nursery school programs seems to be that intellect is little involved in creativity. Cognitive factors—thought processes, reasoning, intellectual functioning—appear to be treated almost as something that will develop later but are not yet operative in the young child. (So, “readiness” is “taught” for “intellectual activities” such as reading and mathematics or arithmetic.) Programs built along these lines may emphasize social and household type activities—an extension of the view that young children really ought to be “following mommy around the house.” (Much can be said in this respect relative to factors involved in developing self-concept and factors in sex role development, which may involve exposure to male and female models for various kinds of activity.)

A completely nondirective approach may be taken, again reflecting the view that something is inside waiting to get out and that, furthermore, any attempt to suggest, lead, or deal with form is interfering with that something or is in some way inhibiting emotional development and “self-expression.” In a setting stressing a completely nondirective approach, certain play materials such as blocks, modeling clay or “play-dough,” and paints may be provided, but dealing with form in any way, directly or indirectly, (“Is that a house?” “That’s very nice”) is often expressly forbidden. This, it is believed, is imposing some adult notions upon natural creativity. Even if a child asks how to draw something no assistance or instruction may be forthcoming. Materials such as written words or numbers are expressly forbidden as being too complex, too adult, too advanced, or unnatural for young children. Some activities which very obliquely suggest these “intellectual” entities may, however, be incorporated in the name of “readiness.”

Another view of the child—one only more recently accepted in the United States—is that the child *does* develop cognitively. Dr. Maria Montessori pointed this out in her work with the children of factory workers in Italy; she also noted that other kinds of development occur and must be taken into account. In the recent Montessori revival in the United States, programs for preschool children include graded material in areas including reading and arithmetic. Although in Montessori’s view children are expected to progress at their own rates and according to individual interests and motivation (which implies that some children may not be interested and so may not deal very much with areas such as reading and writing), some of the programs for children now functioning in her name have, in their zeal for demonstrated accomplishment on the part of the children, actively discouraged their interaction and spontaneous play.

In today’s nursery schools we may thus see extreme

disparities of viewpoint and programming growing from rigid adherence to opposing theoretical philosophies: a program following the John Dewey-Freudian “progressive” school à la 1935 in which the teachers protest, “Oh, they’re not learning—they’re playing,” and a zealous Montessori program à la 1960 in which the teachers remain as aloof as possible from the children and insist, “Oh, they’re not playing—they’re learning!” Fortunately, there also exist programs which, while espousing a particular doctrine or declining to state a point of view, function in a more rounded fashion.

The recent revival of Piagetian theory has also served to point up the cognitive development of the very young child. There has been a rash of material produced designed to incorporate “Piaget-type” learning into the schools.

Although the philosophies of schools today may vary, one consequence of the Piagetian influence seems to be a stress on *preparing* children for something—pre-reading, for example—possibly emphasized by Jean Piaget’s observations that the young child functions first on a “preoperational” level. Thus we have an extension of a tendency which has been prevalent for a number of years: don’t teach reading—teach *pre-reading*; don’t introduce numbers—teach *pre-numbers*; teach *readiness*.

In this context it becomes important to examine the notion of *readiness*. Readiness is a concept which has grown out of the views of those who have studied early development. Physical development as studied by investigators such as Gesell and McGraw has led to the notion of maturation—that the plan for growth is all there and will proceed provided only that the environment is favorable enough not to thwart it. Piaget, in his studies of the development of intellect, has likewise stressed the idea that certain types of intellectual functioning cannot occur until the developing child has progressed, maturationally, to a certain point.

Taken in this light, the notion of readiness implies that there is no point in introducing children to certain activities or ideas before the maturational point for *optimum function* has been reached.

Similarly, studies of beginning reading have been undertaken with children in kindergarten and first grade and have been said to indicate that children are not “ready” to learn to read until they reach a mental age of six years. (There are methodological problems with some of these studies. For example, the rate at which children in various grades read a passage aloud may be timed. It may be concluded that the ones who read it aloud most quickly are the best readers. However, this kind of study overlooks factors such as the increasingly improving motor development of young



children, which may contribute to the increased rate of reading aloud with age as much as or more than reading ability might contribute.)

“Teaching readiness” (and perhaps it should be called “teaching of readiness activities” or “encouraging readiness,” for readiness itself, according to this concept is not something which can be taught; but rather it must mature by itself) entails encouraging and presenting those activities which are believed to be precursors of the ultimate activity. Reading is such a complex process that there is some room for doubt about just what the antecedent abilities for it may be. Recent studies have indicated that there is not always much transfer from supposedly related activities to the ones desired to be taught to young children. Thus, direct approaches might tend to be more fruitful and less wasteful than some of the supposed “basic” readiness activities. Such activities may involve presentation of a series of pictures in which all items are alike but one, in an attempt to encourage readiness for the types of visual discrimination involved in reading. But letters and/or words or running text, themselves, are traditionally almost never introduced during this early “readiness” period lest they be too “advanced” or “confusing” to the child.

Discussion of the readiness concept leads almost inexorably to consideration of the nature-nurture controversy. Is heredity or environment paramount? Does maturation of a particular process proceed in the same way regardless of whether the environment is marginally or maximally favorable? What are the *individual differences* in the *ages* at which readiness for various activities occur? Are the sequences of development invariant across individuals? If they are not, are there alternate routes to the same ultimate developmental ability? If there are alternate routes, how much are these influenced by environment? Are we holding some children back by insisting on teaching them “readiness” or an activity which they are well “ready” to develop—or, indeed, which they have already developed? Terman has pointed out that it is important not to make a child wait for too long a period of time after he is ready. May not this very situation be produced by insisting on presenting “readiness” activities to children while at the same time preventing their access to the “real thing?” Does our traditional notion of rather rigid age-grading perhaps reinforce this problem?

We must also be aware of the differences between the kind of development involved in activities such as motor functions and growth involved in intellectual processes as well as the development of an activity such as reading. The author of this paper has pointed out elsewhere that reading as it is ordinarily taught is somewhat akin to teaching of a second language; that



is, reading is usually taught to children whose native language has been more-or-less completely acquired. In this sense, then, the usual readiness activities entail preparation for *translation* from the heard-and-spoken code of the already acquired language to the seen visual code of reading and, in writing, to the produced motor-graphic code.

Studies by a number of workers such as Fowler and Terman as well as by the present author indicate that young children—toddlers just acquiring spoken language—can learn to read words without apparent difficulty. While the author does not yet advocate universal infant reading or advocate use of the same methods for presenting reading to very young children and to older children, she does question the general policy of excluding written material from the environments



of young children. The ordinary nursery school environment—indeed, even some first grades in which the philosophy of the school relegates reading to the realm of “intellectual activity to be learned later”—is sterile when it comes to printed matter. The walls of the room may contain pictures, photographs, paintings by the children, or nothing at all; but they just about *never* include words (unless bulletin board messages are posted for the parents). This is a distortion and/or a misrepresentation of the child’s real-life environment. Our society is a society of symbols. Our communication is carried out not by just the spoken-and-heard symbols of oral language and speech but by the visual symbols of written material.

Many books read to children contain large, often fanciful and/or truncated pictures with small, packed type. Adults show the pictures to the children and never mention the printed text. In this way, the adults selectively reinforce the children to *ignore* the printed type, implying, “The pictures are for you; the words—don’t bother with them—the words are for the grownups.” This message is communicated silently to the children and is based upon the adult’s assumption that printed words are too complex for children’s comprehension and too dry for their concern. Observation of very young children who have been exposed to printed words and told their meanings lends *no* support to either of these assumptions.

Ordinarily, although a child who is not told that the story comes from the printed words may insistently repeat, word for word, the text accompanying the picture on each page, he has no association of the printed words at the bottom of the page with the spoken words that he slavishly repeats. (After all, the adult reader always speaks precisely those words when he turns to that picture).

Perhaps, by insistently keeping from children the secret that printed words have spoken equivalents until the children are six or seven years old, we are also keeping from them some important components of that development which has been labelled “readiness.” Durkin, in a study of children who read at least the alphabet, if not words, upon entrance to first grade, showed that even in sixth grade, the early readers were ahead, in reading, of those who were matched with them for factors such as age, sex, and socioeconomic status. Perhaps decoding strategy or ability is a part of readiness which has been withheld from children who are kept from reading until they are in first or second grade.

Perhaps we must re-examine the notion which labels certain activities as “intellectual” activities—adult activities not to be shared with young children and not appropriate for them. It may be that some kind of exposure to some of these activities, in a way suitable to children’s development and interests, would facilitate

their later development. Perhaps the notion that early exposure to certain activities is wasteful of the time invested is true only of the average age of onset in particular activities. By excluding those activities from earlier experience, it is possible that we may be impairing other aspects of development. If adults exclude “intellectual activities” from a child’s environment, it becomes a self-fulfilling prophecy to say that children cannot learn these subjects.

Studies have shown that the mean age for reaching and for other behaviors developing early in infancy is lowered in the presence of stimuli designed to encourage these activities. Studies such as those by Dennis have indicated that there is delay in the acquisition of these behaviors in the absence of stimulation. Skeels found that the IQ of orphaned children in an institution was raised from grossly retarded to normal or above-average levels merely by having mentally retarded inmates of a neighboring institution spend some time interacting with the children, i.e., providing otherwise-lacking stimulation.

It seems possible that should early reading become the rule, rather than the exception, the amount of reading disability which is encountered in the population, due to reading being taught as a second language at age of six years, would be lessened. Perhaps the rate of reading disability would drop to a level somewhat more consistent with the incidence of language and speech disability, because reading would be developed along with other linguistic functions.

It is the opinion of this writer, based upon studies such as the ones cited, that both maturation and environment must be seen to make contributions to early development. Any readiness program should, for this reason, take both factors into account. Furthermore, exposure to the end product, such as printed words, can have a beneficial effect, in terms of giving the developing child information about what his world is like.

Marguerite P. Ford has pointed out that preschool and infant education may be one of the fields of significance for future development of special education. She has pointed out that B. S. Bloom has “estimated that 50% of intellectual development occurs between conception and age four, about 30% between ages four and eight, and about 20% between ages eight and 17. Thus as much intellectual development takes place in the first four years of life as in the next thirteen. Based on the evidence of a number of studies, Bloom . . . also noted that the effects of the environment, especially those that can be described as extreme in terms of either abundance or deprivation, ‘appear to be greatest in the early (and more rapid) periods of development’ and, further, that ‘the evidence so far available suggests that marked changes in the environment in the early years can produce greater changes in intelligence than will



equally marked changes in the environment at later periods of development.' ”

More and more, the notion of the potentially most effective programs beginning in early infancy is beginning to become accepted as a possibility in the case of disadvantaged and handicapped children. Research on cognitive development in early infancy has been stimulated by Piaget's theories. The concept of the infant is changing from that of severe limitation in both sensory and response capacities. Fowler pointed out that the bias toward maturational views of development reduced experimentation on early learning. More recent research evidence has been increasingly adding to the list of the newborn's abilities.

The infant is now seen as an active rather than a passive being, as having certain competence in handling his environment, and as being a problem-solver from a very early age.

The educational implications of this more recent outlook toward infancy are clear. More commonly put into practice for handicapped and being considered for disadvantaged infants, this approach toward infant education is part of the underlying theoretical philosophy of the Barnard College Center for the Study of Early Childhood Development. It is reflected in the development of the balanced developmental curriculum which should be applicable to all children, with or without handicaps, whatever their socioeconomic backgrounds.

Language and conceptual development are vital areas. Many workers have noted that spoken and written language are often at the heart of learning disability. The importance of language lies not only in communication but as a vital medium for thought. Language-handicapped children tend to have problems in dealing with the abstract concepts basic to later learning. Vital though they are, language and conceptual development have received much less attention than have perceptual-motor functions, until recently. This is true of normal, handicapped, and disadvantaged infants and children.

The "leave them alone and they'll develop" notion seems to prevail for normal children, much more than with other groups. This notion is especially operative when it comes to intellectually gifted children. Programs which assume that gifted children automatically have the capacity to "do all right" ignore the fact that these children, just as any others, cannot have the foresight to plan their own curricula singlehandedly. Neglect of attention to children of above-average ability has resulted in a number of such children becoming underachievers—unchallenged by activities offered by those teachers who cannot—sometimes because of overburdened schedules—suggest individualized activities for children who do not "fit into the pattern."

A balanced developmental pre-nursery school program for any young child can work to enhance developing language and cognitive capacities while encouraging development in all other areas. In this way, it should function to bring each child closer to the realization of his potential for intellectual as well as other functions. Another function of an early language and cognitive development aspect of the program is to *prevent* problems such as reading disability by allowing reading to develop as a language function, along with spoken language.

Children who are capable of reading earlier are also enabled to read *about* something at an age when traditionally they are struggling with letters and words. (And they have learned to read without struggling!) In this way, broader cognitive and conceptual horizons are opened to them earlier and they are also enabled to function more independently in discovering answers to questions to which the adults around them may either not know the answers or not have the time to discuss. (This is not to imply that reading in any way can supplant personal interaction). Such children also, earlier, learn to read with pleasure for themselves.

There is a view that says that early reading may hamper a child's later interest and accomplishment in college. This is in direct conflict with data of the studies available following early readers at least through grade school and with informal polling of many classes by the author which indicated that many successful college students knew how to read before entering first grade, despite the old edicts which struck terror into the hearts of parents daring to consider helping an interested preschooler to read. Early readers do seem to tend to read with ease and joy, provided that they have been led and not pushed into reading.

Schaefer has pointed out, as have others, that *interaction* and attachment between a parent (or primary caretaker) and child appear to be vital to early learning and development. Schaefer also notes that "parental behaviors that tend to be related to intellectual development also tend to be related to adjustment, positive relationships with others, and task-oriented behaviors. . . ." If the parent is the first teacher, then this writer maintains that it is important that parents be educated about the nature of infant and child development; this is an area of study which remains a gap in the education of too many individuals—especially when the majority of them will function as parents. Universal education about the nature of child development, beginning on a simple level for students in junior high school or even below that level, might be another method of shedding light where there is heat. It would be a way of extending education, in the sense of arranging for broadening of a developing in-



fant's knowledge of the world and optimizing his developmental opportunities in all spheres of growth.

Bruner, Kagan, and others have pointed out the apparent necessity for early positive infant education programs, whether in the home or in a day care center. The Barnard College Center for the Study of Early Childhood Development is neither of these, but one of its functions is as a pre-nursery program in which a total orientation toward intellectual, social, and emotional development may be programmatically implemented. This is in contradistinction to more traditional "play groups" for infants and young toddlers which usually tend to lack specific focus other than to permit the children totally unstructured or haphazard activity and to give the mothers some relief from deadening total isolation with a toddler.

It is important to note the findings reported by various workers on early environmental influences of language and cognitive development. The interaction of the infant with a *speaking caretaker* is seen to be vital to the infant's language development. Studies have shown that young children who are given verbal labels for qualities are better able to distinguish, note, and recall the qualities than are children who are not given such labels. The notion of an environment with features that stand out—distinctive features—as being important is allied with these findings. Labelling objects, feelings, attributes, and other aspects of the environment, including printed words, by giving the child their spoken equivalent, opens broader cognitive vistas to him than does labelling only those objects thought by most adults to be appropriate for infants and young children. Observation of the activities, reactions, and feelings, as lived and verbalized by adults, permits a richer fabric of experience to a child

than does limiting his experience to only those objects and activities deemed by adults to be appropriate for children. By including this kind of broadening in a child's experiential environment, a more complete, accurate picture of the world is presented to the child. He then has less need to modify his conception of the world as he develops, because the picture has been less incomplete. (This is not to say that he appreciates the world in an adult way, as Piaget has pointed out; but rather to note that the pieces of the puzzle of his world are there for him to deal with as he is able.)

The question of the values and detriments of day care is another one which must be examined. As has been noted by Keister in discussing the results of her day care center for infants and toddlers in North Carolina, group day care of infants and toddlers, when carried out in a situation in which individualized care in a quality setting, is *not* detrimental to the infants involved. The dire warnings by Spitz and Bowlby of hospitalism and other terrible consequences have not been borne out by the data of her group. Her findings showed "no deficits in mental/social/motor/physical development in children cared for in our Nursery Center, compared to those cared for in good homes." The point is made that the children in the Center were *not* maternally deprived—they knew their own parents and they also had continuing relationships with people in the Center. It has also been pointed out that children in a center offering enriched experience have been found to *exceed* control group children in developmental measures such as IQ and cognitive factors, while not suffering losses in other developmental areas.

The development of a pre-preschool curriculum by the Barnard College Center for the Study of Early Childhood Development does not in any way propose





to be a rigid, inflexible set of tasks or goals which infants and toddlers must accomplish. Rather, the notion is to present as many kinds of enriching experiences as are possible (and not all at once to overwhelm the child!), especially in the cognitive area which has so often been ignored, and to look at ways in which such experience may be made meaningful to each child who evidences interest in it.

Workers in some programs have expressed the fear of "dehumanizing" infants and toddlers by the use of a curriculum, in our machine age. This attitude has contributed to the neglect of formalizing the kinds of things that infants and children learn and are capable of learning in the earliest years and means of applying such formalization. By attempting to formalize some of these activities and principles, the author is in no way suggesting that children be fitted into some "pattern." Rather, the relevant aspects of the formalities may be more readily noted by those who interact with the children so that, when the occasion arises, the opportunity for learning may be presented.

One alternative to day care centers for infants and young children has been giving charge of these babies to relatives, neighbors, or nursemaids who are at times little equipped for such service. The effect upon the children can be far worse than that of a good day care facility with trained personnel. Such centers can function as training facilities for parents, too. This is another function, as needed, of the Barnard College Center for the Study of Early Childhood Development. Until such time as child development information is made a part of the education of each developing member of our society, such function will be necessary; giving birth to a child does not imply either the motivation or the knowledge necessary to give that child optimal developmental opportunity.

The issues touched upon in this paper include those which must be either implicitly or explicitly resolved in any program for a developing child, be it an individual home setting, group day care, or any other arrangement. Many of these issues merit deeper consideration than the brief overview given here. The author is currently preparing more detailed consideration of a number of these topics.

An area of growing concern to many individuals appears to be how to implement a program for young children which includes opportunities for linguistic and cognitive development. Another current question is that of how to set up quality programs for infants and toddlers. Until more extensive accounts can be completed, some information bearing upon both of these questions may be found in the Progress Report of the First Year of Operation of the Barnard College Center for the Study of Early Childhood Development, which is available from this author.

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## SOME FACES BEHIND THE FACTS IN THE CLASS OF '76

By Amy Palmer '70

As always, this year's freshman class "is the best class Barnard has ever had;" twenty-five were high school valedictorians. Of the 451 members of the Class of 1976, 60 percent will be commuters, a small increase over last year's statistics; sixty percent graduated from public schools. They come from 28 states and 5.5 percent are foreign or stateless. To get a glimpse of what lay behind the statistics, I spoke with six freshmen during the first week of classes.

Each had her own, often novel, ideas about herself, Barnard, and the world. None was a radical feminist; each was thinking for herself. They seemed to be remarkably "together" for their age and all were involved in large issues with a deep concern that such young people, even a few years ago, didn't have. They had a strong sense of themselves both as women and as individuals, and were verbal, awake and aware. Perhaps they actually are the best class ever. Certainly they seemed to personify all the good things about Barnard and speaking with them was a refreshing and invigorating experience.



Regina Dessoff

**REGINA DESSOFF** entered Barnard after her junior year at a Quaker school near her home in Bethesda. She realized that there were several places to get a good education, but she was sure that she wanted to learn in the environment of the city. For her, Barnard, Columbia, and New York City are totally intertwined with one another. She loves the aura of New York and is pleased that it can't be escaped at Barnard. She's been favorably impressed by the people she's met. The Morningside Heights shopkeepers are friendly and she has even achieved the unusual distinction of finding a friendly waitress at Chock Full o' Nuts.

Regina describes herself as making decisions through her senses rather than through any rational process. She's concerned with the subtle qualities of the people and places that surround her. She hopes to major in political science and go on to law school and perhaps, eventually, a career in politics. She believes that significant changes can be accomplished through a career in law. She says that she's overcome her earlier "save the world complex," and now

would be satisfied with having an effect on just a corner of the world. Her cousin, lawyer Miriam Stern Gafni '63, has played an important role in Regina's choice of college and career.

She is excited at the prospect of her four years here and is convinced that Barnard is the right place for her to be. The variety of students and academic offerings, the choice between co-ed and all-female classes all excite her. She thinks professors are "nifty people" and is overwhelmed by the idea of 4 million books just sitting in Butler Library waiting for her. She's looking forward to learning new things.

Regina can't yet vote and is not very concerned with the presidential election. Neither candidate is totally attractive to her and she is worried about the upheaval that might take place should McGovern be elected. But she says she would feel more comfortable with a Democratic administration. Regina considers women's lib a good idea though it isn't novel to her. She has always assumed that she would have a career. So far she hasn't found any "discrepancies" between Columbia men and Barnard women and doesn't expect to encounter any real discrimination here or in the future. She hopes to marry at some point but doesn't plan to have any children. She feels that a mother can't help but be home-bound but she does think she'd make a "good, indulgent aunt."

Seventeen of **SVETLANA TESLIAR**'s years were spent living in a Ukrainian town. A year ago, her family emigrated to the U.S. and Svetlana became a student at the Yeshiva of Flatbush.

Making the necessary arrangements took some time, but after a year the Tesliars were able to leave Russia, where religious discrimination had become intolerable. Svetlana recalled the arrest of eleven people from her town who were sentenced to three years in jail for baking matzos. In Russia, she said, there is now one rabbi for 3½ million Jews. Svetlana finds this particularly disturbing because there are no strictures for other religious groups there. Admission to college is also difficult for Russian Jews. Often bribes



...be paid or one must be willing to  
...d in Siberia.  
...comes well prepared for the  
...ademic rigors of Barnard. In Russia,  
...dents begin to study biology, chemistry,  
...ysics and anatomy in the fifth grade.  
...n year her program will include  
...ysics, chemistry and math because she  
...ps to be a doctor, perhaps a brain  
...gon, but she is aware that this  
...gt be a difficult challenge for a  
...ran.



*Svetlana Tesliar*

Svetlana is actively involved in helping  
...r Soviet Jews. She and some friends  
...ntly visited Washington to speak to  
...ntors and Congressmen about condi-  
...s in Russia. They were successful in  
...olishing a Voice of America broad-  
...s to Russia in Yiddish that will pro-  
...sorely-needed Jewish news and  
...dish lessons. Although she is not sure  
...is in total agreement with the actions  
...e JDL, she remembers receiving  
...s of their activities while still in  
...sia and being encouraged that there  
...a group concerned about the Soviet  
...s. Although the news that they re-  
...ed was sketchy, it was possible to  
...l between the lines and get some  
... of world happenings.  
...he believes that Americans have the  
...ng ideas about Russia and about  
...munism. She was the leader of a  
...nsomol youth group in the Ukraine  
... although she thinks the ideas behind

Communism are good she thinks the  
...real-life application of it is terrible. She  
...wishes the members of the left-wing here  
...had a better idea of actual conditions in  
...communist countries. She finds the en-  
...vironment in America very different.  
...It bothers her that people here sometimes  
...judge others on what they have rather  
...than what they are. America seems very  
...complicated and she thinks it is difficult  
...to change things here because the govern-  
...ment tries to please so many groups all  
...at once. Svetlana is disturbed that  
...Americans don't realize how "good they  
...have it;" we seem spoiled to her.

**DEBORAH RUIZ** grew up in Man-  
...hattan, nine blocks from Barnard. She  
...attended Notre Dame School on the  
...West Side where she learned a lot but  
...felt the need for greater cultural enrich-  
...ment. She always had "a feeling for  
...Barnard;" she was attracted by the  
...diverse atmosphere here. She's con-  
...vinced it's the right place for her.

Deborah's parents were born in Peru  
...and she's inherited from them a strong  
...interest in that country. The political  
...situation there concerns her and she's  
...saddened that, under the new regime,  
...another socio-economic group is being  
...discriminated against, although now  
...it's the upper class. She thinks more  
...efforts should be made to develop a mid-  
...dle class.

She wants to be a doctor, perhaps a  
...specialist in space medicine, thus com-  
...bining two long-standing interests, medi-  
...cine and astronomy. Deborah wants to  
...avoid the blinders that many pre-meds  
...have; she doesn't want to neglect other  
...interests. She thinks she might like to  
...become involved in student government  
...or one of the campus newspapers; while  
...in high school she wrote book reviews  
...for the New York Public Library.

Politics interests her. She can't vote  
...yet but thinks she may register as a  
...Republican when she can. And while  
...she admires William F. Buckley, she  
...thinks the Kennedys were doing good  
...things. She approves of campus politics  
...and is pleased that in the last few years  
...students have increased their expertise  
...and experience and are now in a position  
...to make significant changes. The war in  
...Vietnam disturbs her. Deborah thinks it's  
...vital that the public be given more in-  
...formation on what is going on and she

thinks the Pentagon Papers provided an  
...excellent example of how tightlipped the  
...administration is. She wishes the average  
...American would take a greater role in  
...running the country.

Deborah thinks the feminist issues of  
...equal pay and greater acceptance of  
...women in the professions are important,  
...but the radical feminists are overreact-  
...ing and she wishes they would con-  
...centrate on the major issue. She likes to  
...be addressed as "Miss." She'd also like  
...to see the feminists improve their under-  
...standing of other cultures and pointed  
...out that in South America wifhood  
...and motherhood are more prestigious  
...than they are here. She thinks she'll  
...marry and have children and is confident  
...that she'll be able to combine career and  
...family.

In the future she hopes her life will  
...not be limited to medicine. She es-  
...pecially wants to be politically active.  
...She wants to gain an understanding of  
...people and their motivations so she can  
...figure out why a person becomes an  
...activist or a loner. She'd like to learn to  
...accept other ethics and moralities. She's  
...sure she'll always have a definite set of  
...values, and although her basic beliefs  
...won't change, she hopes she can avoid  
...being close-minded.



*Deborah Ruiz*



**KATHRYN McLAUGHLIN** was admitted to Barnard a year ago but she deferred her admission and spent the year traveling and camping with her family in Europe. Six months in England, three in Spain, some time in Scandinavia, and a month in Scotland were spent reading, studying dance and meeting people. She is glad that she had the opportunity to have this unusual experience and now she's looking forward to getting back to work.

Kathryn chose Barnard because she had discovered that she liked city people. She's aware of the problems and blights of the city, but feels that Barnard and Columbia provide a kind of oasis where she can escape from those disturbing things.

Her political consciousness is highly developed. An outspoken McGovern supporter, she worked as a volunteer in his campaign as early as two years ago. She is upset by the direction the U.S. seems to be headed in and discovered that she finds life in England more sane. She wishes we could adopt the English concern for preservation of natural beauty and their respect for public right of way.

Kathryn believes that women's liberation is equally a matter of men's liberation. She finds many destructive elements inherent in traditional male-female relationships. Although she suspects that she will marry at some time in the future, she doesn't think she'll have children. She is sure that twenty years ago she would have become a mother, but now, both for personal reasons and a concern about overpopulation, she thinks she'll refrain from having a family.

Although she is not sure what her major will be, she's particularly interested in biology and history.

**JUNIE McNAIR** grew up in Bedford-Stuyvesant. After completing the ninth grade in the public schools there, where she felt the education she received was a good one, she attended St. Mary's in the Mountains, a prep school in New Hampshire, on an ABC (A Better Chance) scholarship. She enjoyed the opportunity to get away from home, to live and think on her own, and gained lots of self-confidence from her experience there. But while she was in New Hampshire, she fell in love with New York

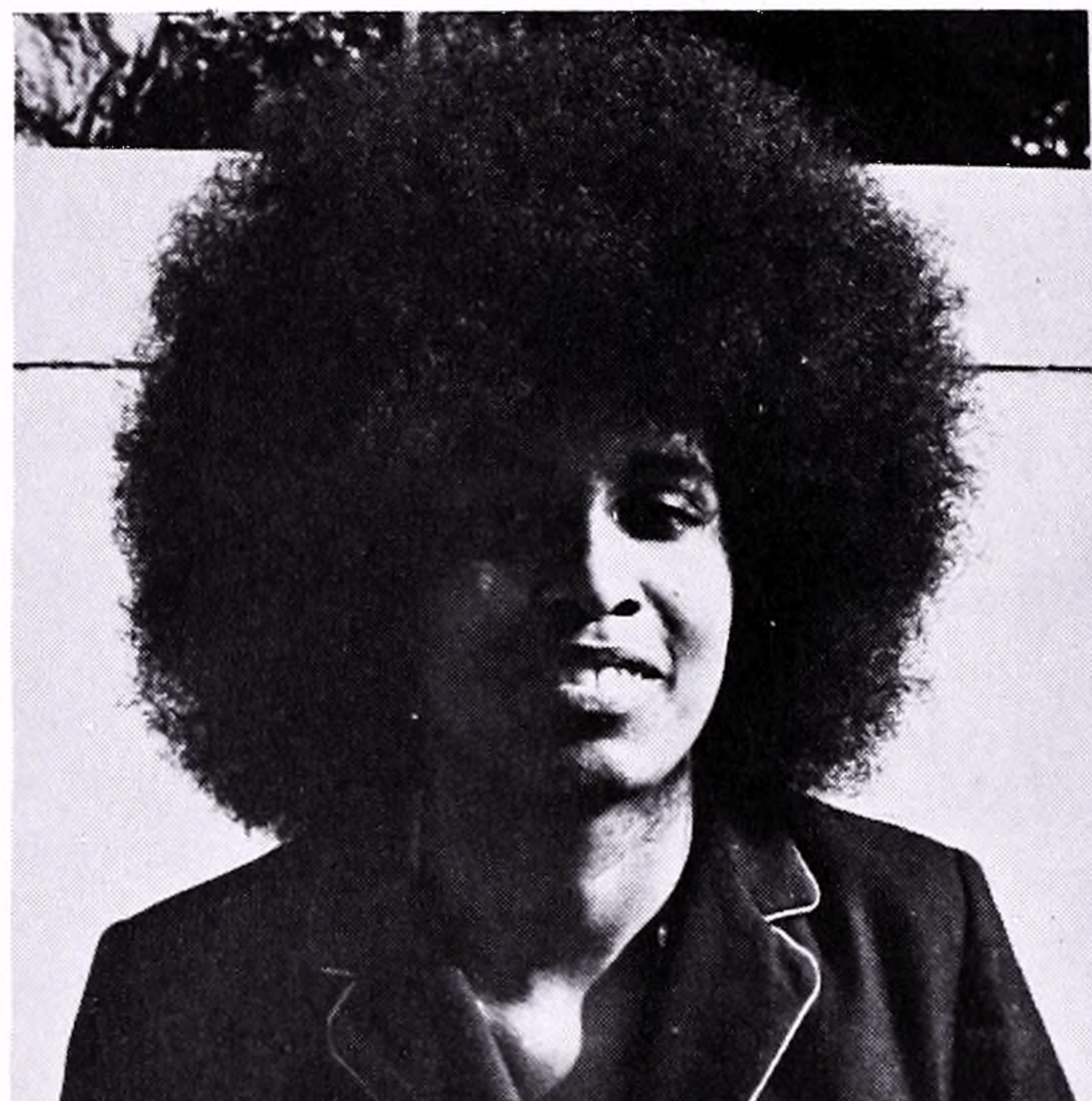


*Kathryn McLaughlin*

City and realized that she had to come back. The warm personal response of the Barnard Admissions staff and the recommendation of a black student from St. Mary's who had studied here brought her to Barnard.

She had described herself on her admissions application as "pitifully undecided" about her career goals. Doctor, lawyer, teacher, writer—she doesn't know. She's very interested in theater and hopes to do some acting while at Barnard. Her other extra-curricular interests are basketball and dance.

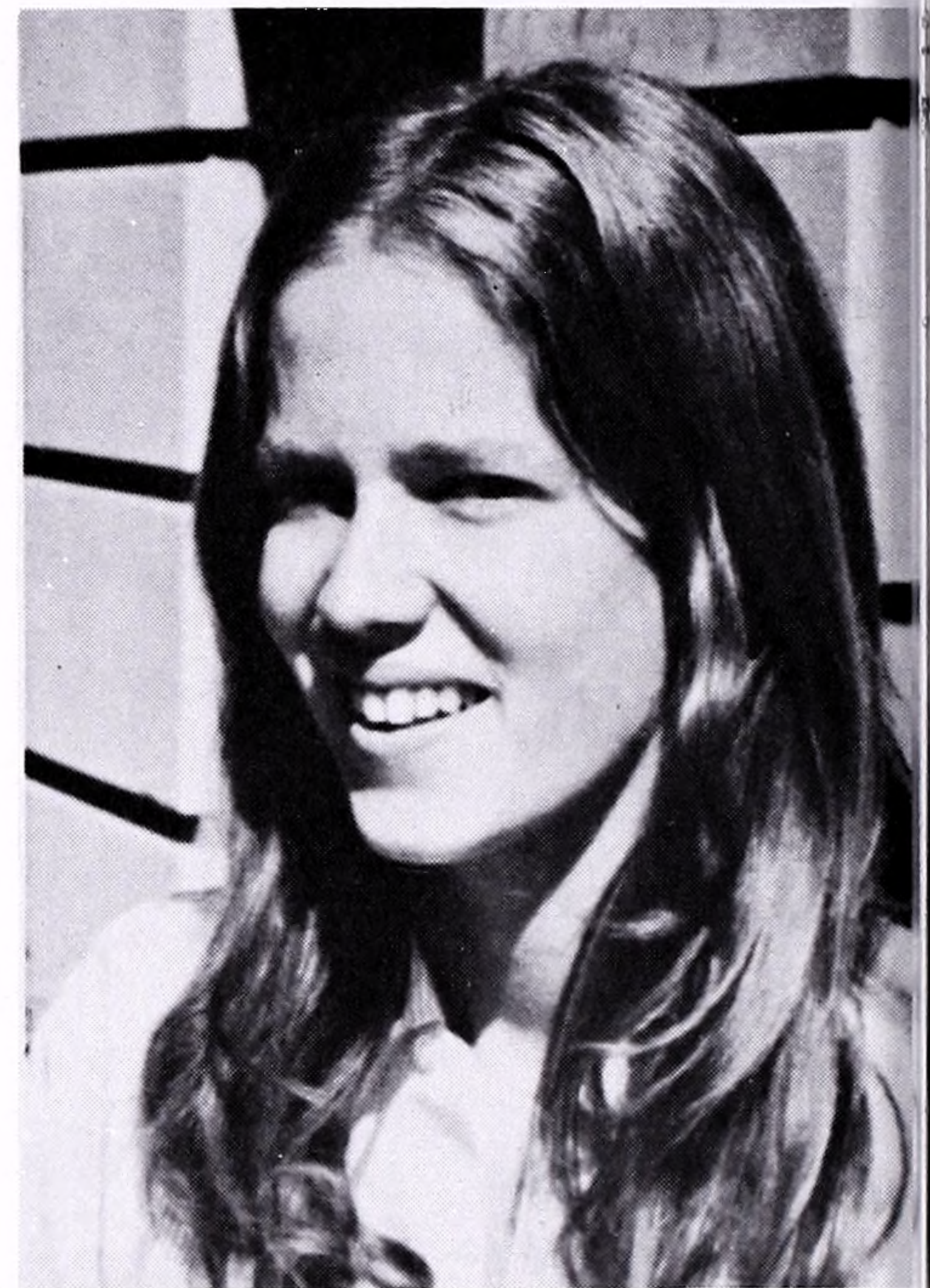
Racism is an issue of real concern to her. She followed Angela Davis' trial closely and expressed the hope that something like that will never happen again. She doesn't ever want to re-experience the deep feeling of powerlessness that overcame her during the trial. Junie believes that good education for blacks may be the best way to combat and overcome racism.



*Junie McNair*

**ANN MEE** came to Barnard because she wanted to have as much time as possible to explore and enjoy New York City. Two of her sisters are Barnard alumnae; Justine graduated in 1969 and Christine in 1971. Ann had lived in the suburbs and, although she was not a stranger to the city, she had been protected from it. She recalled with a laugh that, during Orientation, her floor counselor told the freshmen, "be sure to do this so you won't get mugged on the subway and don't bring Columbia men up to your room, but New York is great!"

She spent each year of high school in different school. Freshman year was in St. Croix, "a play school," with lunch on the beach and little learning. The next year she studied at a girls' school in England, academically a very demanding place. Then she attended Scarsdale High and really enjoyed the courses and teachers there. She spent her senior year at Englewood High School.



*Ann Mee*

During her stay in England, the year of the failure of Apollo 13 and the tragedy of Kent State, she found herself defending and explaining the U.S.

Ann is not very interested in women's lib although she thinks equal rights are essential and she likes the idea of "Ms." She doesn't expect to marry and have children as soon as she graduates. She hopes to be a writer and wants to work things out for herself.



# WHERE WOMEN HAVE BEEN . . . AND WHERE WE'RE GOING

Alice MacTamany O'Sullivan  
Fehrenbach '31

The feminist case has rarely been put more persuasively than in the speech reprinted here by Alice Fehrenbach. Dr. Fehrenbach is a psychologist and teaches at Regis College, a Jesuit institution located in Denver, Colorado, which began admitting women in 1968. Her reflections are rendered with a kind of humour often labeled "wry," but perhaps "wry" would be a better word, given the subject. The speech was given at Regis College.

Women are an anomaly. We are a majority who has been assigned minority status. There is a dichotomy of attitude toward us by, shall I say, the *Others* on every level of society. We are good or evil, and the continuum between the Virgin and the Magdalene has been more overlooked than noted. We are placed on pedestals, incidentally a rather cold and drafty location, or we are assigned to an intellectual or psychological gutter. Obviously most women do not fit either category or assigned position any more than most men would.

We would have had a better press had the scribe who recorded the earliest stories of the race been a woman. It would, I trust, have been *Our Story*, neither *History* nor *Herstory*. Few women would go as far as Mrs. August Belmont in using the feminine pronoun for the deity. Ever a lady more willing to give her name and opinions to good causes than her money, when visited by a group of suffragettes looking for substantial support, she responded, "Pray to God, my sisters, and She will answer you!"

Women have held many roles but those receiving the approval of church and country at most times in most cultures were those of wife and mother, give or take a goddess in this religion or that. Yet many have been able administrators though they arrived at their position as a result of birth rather than conquest and are more distinguished by quality than quantity. Cleopatra was quite competent in spite of a penchant for second-rate Romans. Elizabeth I and Victoria gave their names to an era. The most sexist of male historians would agree that Catherine was Great. Today women are arriving at positions of power on their own merit and through honest election. Here at Regis we have Penny Dempsey breaking a 400 year tradition in Jesuit Education. (Time out for you to listen to the ghost of Carroll Hall gnashing his teeth.) Golda Meir, who attended North High School just down the way, heads the state of Israel. As amazing as Penny,

Indira Ghandi, described as a beautiful panther with the brain of a computer, has just defeated a Moslem enemy. Whatever can Mohammed be thinking? Or, more to the point, will this make for militancy among the houri?

Women have fared better in acceptance of their writing than they have in the literary portrayals of them by men. These figments of the masculine imagination, positive or negative, will not be discussed today. In a gathering of scholars this is unnecessary. To turn to one of the earliest women in literature, Sappho, writing in the 6th century before Christ, is accorded by masculine critics to have "a splendid choice of words, a perfect control of meter, and a direct simplicity."

In later years and Christian circles we have Teresa of Avila, recently made a doctor of the church, surely undreamed of when she lived and highly unlikely even in 1968. Two women did have to hide behind men's names to be published and read, George Eliot and George Sand, but that man's name wasn't Mark Twain either, was it? Harriet Beecher Stowe did more to bring about the emancipation proclamation than the man who wrote it later as a war measure. Dorothy Dix awakened a nation to the plight of the mentally ill. These are but a few of the many women from the past who live because of the significance of their writings. How many wrote without receiving credit? No one knows. I have a feeling that women were the ghost writers for the troubadours.

It is harder to judge those women, or men for that matter, who are closer to us since time is the great winnower. The newspaper world has opened its doors fairly wide to women since the first World War. While no one has mentioned that President Nixon read Pearl Buck or Emily Hahn as preparation for his journey to China, he certainly should have. They are both old China Hands and they tell a tale well. Radio gave women an opportunity to produce a new folk form, the soap opera. Though most of their individual names are lost, their phrases



have lived on in everyday speech. Television has gone even further to give equality to qualified women, probably because of its widespread use during and after World War II. Pauline Frederick and the late Aline Saarinen do a superb job in a demanding field with a minimum of emotion and a maximum of fact. Both are accepted and respected by their male colleagues. The theatre, once it made up its mind to accept women, has also given scope to the talented. Ellen Terry, Sarah Bernhardt and Eleanora Duse come to mind from the past. Helen Hayes, Judith Anderson and Katherine Hepburn, to say nothing of the controversial Jane Fonda and tragic Judy Garland, assure us that women are alive and well and treading the boards with distinction today. Ballet provided women with a romantic vehicle, but the names of the great Russian ballerinas have not survived. Red China has changed this. Women are the heroines as well as the dancers, and Chairman Mao's wife is the Diaghilev of the Orient.

Women have been successful in the arts that surround the home since time recorded. Their greatest single contribution, again often a nameless one, is the magnificent collection of tapestries. This is true from country to country, and it is interesting to recall that this interdisciplinary combination of art and history was suggested by the clergy to keep women busy and out of mischief. A few women have produced enduring art which has survived the furnace of criticism. Mary Cassatt surely is such, as well as Georgia O'Keeffe, who spent most of her creative life south of us in New Mexico. In all candor, I must say to date women have not made great musical contributions. Cecile Chaminade has been part of the background of those of us who labored at the piano as young ladies should but, unless time proves me wrong, she could not be compared with the men of her time, before nor since. Perhaps Denver's Judy Collins will survive. Wouldn't it be interesting if she were remembered and the Beatles forgotten? Music, as Lewis Mumford has pointed out, is a timed art. Woman's day, according to the old proverb, was "never done." She did not have the limit of sun to sun. Shakespeare, noted to have sought Ann Hathaway's cottage at

close of day, probably found her still at work. At any rate he pointed out our pull from the moon, "the inconstant moon." Time has been more fluid for us. Perhaps as we assume more timed responsibilities the measure of our life will find expression in musical composition of the first order. You will note here, as with literature, I have gingerly avoided woman's place in song. It would be the old dichotomy of "Ave Maria" and "Lili Marlene."

Science has produced many great women to date but for the most part they have been collaborators. The name of Marie Curie, however, is not simply that of an adjunct to her husband, Pierre. A woman has not yet made it to the moon, but the computers suggested a woman Ph.D. from M.I.T. might be ideal and the undoing of the Russians. Since the days of Florence Nightingale women have been welcomed in hospitals with theoretical respect but they were chiefly nurses, who worked long hours, did menial tasks, and were shockingly underpaid for the services they rendered. Women did become doctors. A great and distinguished one lived here in Denver, Florence Sabin, cited in 1928 as the woman who had made the greatest contribution to American life. Incidentally, she said that the secrecy surrounding our City Hall made the Iron Curtain look like a wisp of chiffon. Swept in by the force of the suffrage movement, it was never easy for a woman doctor. Referred to as a "hen medic" by her professional colleagues, she was seen as sexless and expected to take practice men did not wish. Even her own sex did not accept her professionally and trotted off to some men who found "neurotic" a facile diagnosis because they had learned well in medical schools that hysteria was a female complaint. Physicians and psychologists among us recall male hysterics from our practice. Mental illness has been fair, it has attacked both sexes without prejudice.

Philosophy has given full recognition to Simone de Beauvoir. We shall not say how grudgingly nor long delayed. Suffice it to say that her reputation grows as Jean Paul Sartre's tends to move toward the shadows. Perhaps Germaine Greer will also survive. Any woman who can come up with logical suggestions and enough sensational material to make her doctor's

dissertation a best seller is capable of much. In psychology, Karen Horney is definitely among the greats of our field.

Education has been open if not assigned to women, especially on the lower levels. Pestalozzi, with his emphasis upon the school of the mother's knee, knew early and well the influence of the mother in training young children. But women have been shockingly absent from the ranks of higher education. Even women's colleges boast of male administrators and the number of male faculty. This has not been true of my school, Barnard, the women's college of Columbia. Regis has been good to me and also in good company, Harvard and Fordham in terms of the number of women who are full professors. Until the past year, each had one. Harvard increased its number to three this academic year. I am sure Regis will follow. Secondary schools have given over both administration and sheer numbers of faculty to men in both public and private schools. Elementary schools prefer men to women among applicants today. There is a need for men here and with this I concur strongly. But children need exposure to both sexes if they are to have adequate models and interaction.

The ominous note struck by these highly selective examples is: *Only a few qualified women* reach positions of prestige, the accepted reward of work well done, and even fewer receive monetary reward commensurate with their responsibilities. Today probably the greatest reason for attrition of the resources of women is faulty or no counseling in the elementary schools where role choices are first presented or first reinforced outside of the home. Next is the still widely held idea that an intelligent or successful woman will have no chance of finding a husband—that most important measuring rod for women of every century. So girls learn to rein in their desires and mask their intelligence.

It is well enough to cite a few scattered examples of women who have "actualized" themselves, to use Maslow's word but the most important thing since the fall evening of 1968 is the appearance of the Women's Liberation Movement. Granted it was waiting in the wings since Betty Friedan published the *Feminine Mystique*, front and center stage was not seized until 1970. Shades



*"Today probably the greatest reason for attrition of the resources of women is faulty or no counseling in the elementary schools where role choices are first presented . . . outside the home."*

*"The burden of being a Marlboro man, I have on good authority from men friends, is every bit as heavy as the feminine mystique is for us."*

Lysistrata, the Viet Nam war has aroused women as we have not been since the end of World War I. When I speak of this movement I am aware I must treat the subject carefully, yet there is no man in this audience who can be assured the woman he loves most will not have to enter the labor market nor is there a woman who can be assured at this time in history she will not find herself in the work world. It is human to feel disaster will not take us. It is superhuman to plan ahead for others as well as for ourselves. So may I ask you all to take this movement seriously and objectively? Don't be put off by unpleasant-appearing and strident-voiced women on the fringes. Read the current books. You will find some facts worth nothing. Listen, as well as read. You will hear more that speaks to the human condition than the angry voices of protesting women. Some of the books are uneven in quality, some reflect frustrations of personal needs only tangentially significant to the total population, and some scream of revolt from patterns of an abnormal childhood, but they posit questions that must be answered if we are to survive as a nation and as a civilized world. There are statistics that must be read and assimilated, not dismissed. Joan Gardner, president of the American Women Psychologists, began her speech in Miami saying, "Women are very angry!" There is nothing new in this statement. What is new is that women are facing this anger in healthier ways. We are opting for honesty. We are seeking to avoid the deviousness that actually resulted in emasculation of men through the centuries. I simply cannot believe a man would rather be made a fool of than have an honest relationship with a woman. I have too much respect for men in general and specifically for the fine men with whom I have had splendid and enduring relationships. We have been told by no less an authority than Sigmund Freud that men's consciences are more demanding and punishing than women's. Assuming the sage of the Danube was right, we as women ask you spare yourselves further torment.

The work world has changed in the past four years. The Industrial Revolution lifted the lid of Pandora's box and women, the poor and uneducated first, the educated and affluent later, en-

tered into economic competition with men. Marriage, too, has changed more rapidly than at any time in the last century. The rate of divorce is rising. In Los Angeles there are more divorces recorded in a year than marriages. This statistic is the result of a mobile population chasing the end of the rainbow, but it is just an exaggeration of the statistics you can glean from any city of the country. Men are dying younger. It is no longer a rare event when a man dies in his thirties or early forties. This means there will be more widows, widows less well provided for, with younger children to rear and educate. Women are deserting their families for the first time recorded. Moving to another city, taking another name, never establishing contact with husband nor children again. The plight of the single woman is worse, too. The clerical work she did so painstakingly is handled by computers. The cloisters to which she went are becoming fewer in number and in the opinion of some may even cease to exist. She has been supplanted in the classroom as noted earlier, and even in my own field, psychology.

Just how have women fared politically lately? Shirley Chisholm who ran for the Presidency of the United States on the United States on the Democratic ticket, says, "I have suffered more discrimination as a woman than as a black." This is a far cry from the success of Nellie Taylor Ross, now 95, who was elected fairly and squarely to the governorship of Wyoming—that state epitomizing the hard-riding, fast-shooting old West. In spite of a few women in positions of some prestige in recent administrations, there were more women in responsible positions during Eisenhower's presidency. No woman is currently governing a state, no woman is in the cabinet, and an attempt to get a woman on the Supreme Court was abortive—not matter how dire the retaliation Martha Mitchell claimed to have threatened her husband with.

And how have we fared economically? Dr. Carolyn Bell, Radcliffe-trained professor of Economics at Wellesley, found herself involved in forwarding the cause of women by a singular and unsolicited experience. She was asked to update an article for Children's Encyclopedia on "Women, role of." Typical of a Seven Sis-



ters graduate, she attacked the problem by looking to see what had been written under the heading, "Men, role of." There was no such heading. So she set about to find some statistics on which to base her article. Listen carefully to what she found. In households where there were dependent children, some 60 million such children, the combined income of a man and wife average \$11,320. If the male alone headed the house, the woman being either dead, divorced or deserting, the average income dropped to \$8,047. This is quite a bit, but listen to what happens to a woman who heads a household alone. Her average income slumps to \$3,300! This is very nearly a \$5,000 differential. The most anti-feminist male must take pause at such a figure, if only to consider the effect this has on the children, some of whom will be males. Dr. Bell, attractive, married, a mother, found some other interesting facts. Widows were more likely to fare better than divorcees, and divorcees were likely to double the income of a single woman. In other words, if a man left an estate or paid alimony, and many do not, the life of the woman he married was far superior to that of a woman who had not been attracted to marriage or who had not attracted anyone to marry her. Not only does she live with the opprobrium of "old maid," and is taken less seriously than a widow or a divorcee; she also lives in the shadow of poverty. Somehow, these figures make more of an impact than all of the cries of "unequal pay for equal work," or "last hired, first fired." They simply chill anyone who has a sense of justice.

What of women in the professions? There are fewer than at midcentury. This is true of medicine, law and psychology. All of these are influenced by two things chiefly. One, the long years of preparation demanded that coincide with the years of early marriage and child rearing; and, two, fewer places reserved for women than for men in the training institutions. To continue, honors to those already in the profession are fewer than they were earlier. Salary is often less. Private practice is harder on a woman because rarely does her spouse take care of her finances, do her secretarial work, or ghost her professional papers, so she has fewer hours to allot to her practice so she makes less money. If she doesn't

have a spouse, she pays more taxes even though her expenses may be greater in these days when charges for services are exorbitant.

You will recall my saying the Eisenhower years were the best days for women. Why? Gloria Steinem would probably say that Ike was so sure of his masculinity that he could afford to be fair, not generous, with women. Having known him, this strikes me as quite possible. But in all honesty, was it also reward for work well done while men were away fighting World War II, or was it due to a generalized feeling that the presence of large numbers of women in the work force was a temporary phenomenon that didn't merit concern let alone resistance? Whatever, as more women are receiving more education in America than ever before, we are finding fewer attractive jobs and receiving less recognition as a group. This includes the home as well. Think of the late Phillip Wylie's unscientific but deadly destruction of "Mom". Many physicians insist the ills of contemporary women come from their not having enough heavy housework to do. Look at the gravestones in any mountain cemetery and see the ages at which women, who did do heavy housework, died. But the pioneer woman received credit for the work she did. She knew she was needed and the men knew she was. Somehow we have lost our way and we do not see clearly that our interdependency must be based upon mutual respect or it will be a pathological, master-slave relationship fatal to the best interests of men, women, and children.

Will tomorrow bring a truce in the battle of the sexes? It had better. There is no man today who can be assured that he can leave enough money or property to care for the women he loves most—wife, daughter, mother. We are all great at talking peace. We are not so great at making it either at home or in the world outside. Questions are fine, now for some suggested solutions.

1. I shall return to the chief thrust of the speech of 1968, love, without which we all perish. I would have you seek as nearly selfless love as you are able to negotiate. Love that will not demand exact return nor count the hurt were it not returned. Love that will allow others to love us the only way they know how, their way, not

ours. We need sexuality in the global sense, seeing it as the basis not only of a life relationship but also as the well-spring of creativity. Sexuality as conceived by Simone de Beauvoir that will continue into old age, sustaining the vital fire and assuring that whom the gods love, will die young whenever they die.

We need to bring an end to the unspoken rivalry that lays the ground work for the dissension that results in separation or divorce. We need to express our love openly and honestly. We have strayed so from this true communion that a publisher took a full page in a recent slick magazine to advertise a new book "Open Marriage," by the O'Neills, husband and wife. They purported to "restyle and update monogamy." Like God, monogamy refuses to die.

2. To be more concrete, I would like to see Regis establish a Humanistic Center. Not a students' center, we already have one, not a woman's center—the men would stay away in droves—but a center where there would be music, art, literature, history, all of the various areas of culture well represented. Here both men and women could explore their tastes and interests and get to know each other without the armour of the currently approved sexual approach glancing off true communication. The burden of being a Marlboro man, I have on good authority from men friends, is every bit as heavy to bear as the feminine mystique is for us. It is on similarities that good relationships are built, not on differences. (I do admit, however, to the enthusiasm of the stereotyped Frenchman for maintaining differences. These I need not explain to you.)
3. Again, specifically, I would suggest to you young women and men that you direct yourselves to an assault on the eight-hour day. A nation that can land men on the moon can certainly find a way to organize an interwoven work-plan that will allow for a woman to be at home with her children before and after school and enter the labor force in the hours between. This conceivably could mean the husband would be home during these times, coming to know his children and



*I would suggest to young women and men that you direct yourselves to an assault on the eight-hour-day . . . Find a way to organize an interwoven work plan that will allow for a woman to be at home with her children before and after school and enter the labor force in the hours between . . . Conceivably the husband would be home during these times, coming to know his children.*

*Civil Society would do well to consider temporary vows that might or might not lead to lifelong commitment as it comes to grips with the instability of modern marriage."*

taking a significant role in their early years so that he and they will not be hostile strangers during adolescence. He could also learn both the creativity of homemaking and the frustration of some of its monotonous tasks. More importantly, he could lessen the strain on himself to provide the material things.

4. Marriage is as crucial to people today as it ever was. It is in a state of disrepair. Some of my colleagues feel that this institution as we know it will disappear. The communes have not worked; a recent letter from avant garde young Boston friends who tried this approach ended in a paean of joy for the reestablishment of their single family unit. As you gathered from earlier remarks, I would like it to live on. So I suggest civil society would do well to consider temporary vows that might or might not lead to lifelong commitment as it comes to grips with the instability of modern marriage. Ideas similar to this are being presented by writers in as widely differing publications as the Irish Theological Quarterly and the National Catholic Reporter. You can rarely, and it seems increasingly rarely, know whether you can tolerate the abrasiveness of daily living with another until you have tried it. Nor can you really try an effective experience in living unless you have assumed responsibility and true commitment. These vows would allow for the dignity of both persons and preserve both from the psychological violence of promiscuity.

Even this would not preclude pain nor even disaster, but it would mean that children would not be as they are today the battleground, the tools of war, and the casualties of divorce. I realize the theological problems this idea presents, but as a person who sees the mangled lives of those who have married without sufficient knowledge of each other, I am sure that God will inspire men to cope successfully with a problem that simply did not exist in the days when Christ was among us.

Another aspect of this would be size of family. Here my plea will be brief. People who wish to have children should not be made to feel as guilty

about this as those of another age felt because they wished to limit their families. I would agree the amount of psychological energy parents have should be considered, but I must point out that the more intelligent are less likely to reproduce today, leaving civilization short on the leadership it needs in the future.

5. My next point is again specific, very specific! Add the names of women to the selection of eight outstanding graduates. It is time for an integrated list, as it is time for a more complete physical education program for women. Regis women just might bring Olympic medals to the Ranch.
6. My last point is one with which all men will agree: We women must learn to get along better with each other. We need honesty, open relationships between us as well as with men. Years of competition for fewer men than would go around has left us bitter-sweet enemies. Rarely does one woman support another, wish to consult her, wish to work with her. Granted we know each other's faults better than we know a man's, this should be a point of departure, not a Berlin Wall. Perhaps as women come to truly realize that the old bit about our brain weighing less than a man's is not capable of scientific proof, we will stop feeling inferior and projecting our inferiority on every member of our sex. Virginia Woolf once remarked there were fishhooks in every woman-to-woman relationship. This is probably as true of man-to-man relationships as ours. The task is to disengage the hooks with as little pain as possible but to realize that sharp, temporary pain is more desirable than festering wounds. Barbara Walters has brought acupuncture dolls and kits back from China. Perhaps they will solve our problem.

To bring any of these ideas to fruition, should you concur, will take hope and faith. You will recall that after the troubles swarmed out of Pandora's box, hope was left. We need to remind ourselves of this in these days of "troubles" as the Irish would say. Laughter will help, too. It can lighten a dark and uneven path, it can put problems in their proper perspective.



# THE ABORTION . . . BEFORE AND AFTER THE LAW

*1972-73 will be a busy year for both avid supporters and staunch detractors of New York State's abortion law. We felt that reprinting this article would be useful because it offers some deep insights into what the issue can mean on a very personal level.*

*Those who wish to work for maintenance of the law may contact Mrs. Sarah Kowner at Coalition for a Free Choice, 353 West 57th Street, Room 520, New York, N.Y. 10019, phone 212-581-3035. Local groups have formed in many communities. For example, Westchester Coalition for Legal Abortion, Box 9, Hartsdale, N.Y. 10530, and the New York group can put you in touch with a nearby group. If you are violently against, information on lobbying may be gotten through your local Right to Life group.*

*By Barbara Rose '57*

Some years ago, a sculptor friend smugly announced, "No matter what I do, I'll never get pregnant." He was right about himself, but not about me. At twenty, I was in graduate school, eager to make my contribution to art history, working as a secretary, and suddenly pregnant by the Columbia student I had been living with for several years. I had two choices: reconcile myself, quit school, have a child I wasn't mature enough to raise, and spend the rest of my life wondering what I *might* have been; or, get an abortion, finish my degree and acquire the professional skills I needed to realize my potential. I took the latter alternative.

I had heard enough horror stories to make sure to find a competent abortionist. At first I tried to reach the legendary Dr. X, who devoted his life to performing humane operations after his own daughter died as a result of a botched abortion. But Dr. X had gone underground for the time being. I called all my girlfriends, plugging into the grapevine that connects every American campus. This one had gone to Puerto Rico, and that one had gone to Cuba, and the rich one had flown to Switzerland—which didn't help me because I couldn't afford to leave town. I had to have an abortion in New York City, so I could be back in class and the office as usual on Monday morning.

I spent two of the most miserable weeks in my life, most of the time in a cold sweat, looking for a first-class certified sanitary abortionist in New York. More and more terrified, I couldn't sleep, couldn't eat, and worst of all, couldn't finish my seminar paper on "The Meaning of the Double Ax in Minoan Religion." Eventually, the grapevine came up with some information about a woman doctor, who was contacted through an analyst in the Village, who was contacted through an answering service. The procedure was to leave a message mentioning the name of a girl who had just had an abortion. After a week of this Hitchcockian melodrama and a humiliating session with the so-called "analyst," who was interested in nothing but the cold facts concerning my pregnancy and



forget the tears, dearie, I had an appointment with the abortionist for the following Saturday.

Fortunately, I had a friend who had saved some money; she agreed to lend me the necessary five hundred dollars. On that Saturday, I met her in the Soup Burg on Madison Avenue where she counted out the money in bright green one-hundred-dollar bills. I was shaking as she walked me around the corner to a townhouse on 72nd Street between Fifth and Madison Avenues. I barely made it to the top of the carpeted stairs. When the door opened, if I'd had enough strength left to laugh, I might have, because the place looked like Charles of the Ritz. There were uniformed attendants, an appointment desk, and a waiting room with glossy black and white tiles decorated with large porcelain poodles. Several well-dressed model and deb types were seated primly on the leatherette couches. One of them looked dazed and drowsy and was being handed her coat.

I was led to a pristine bathroom, told to douche, undress and lectured on the evils of sex by one of the matronly attendants. Then I was taken to a small room I will never forget. In it was a lot of chrome and steel equipment, a radio, an ordinary Danish Modern bedroom set, and a hard folding cot like a massage table, on which I was instructed to lie down. Then I was advised I would be given no anesthetic, because in case the apartment were raided, the equipment could be folded back into the ample closets, and everyone had to be up and out. Turning on the radio full blast, they placed my feet in the stirrups, two attendants holding me down, and the doctor inserted cold metal blades into my body. Until that moment, I had no idea what real physical pain was—a few wisdom teeth had been pulled, but under Sodium Pentothal. I had, however, read a great deal about the procedures of the Inquisition, the cutting and slicing and burning and torturing that went on in the name of Faith. During the twenty minutes the blades scraped my womb, such thoughts filled my mind. Frank Sinatra was singing "At Long Last Love," I believe, and they turned the volume up a little louder when I could no longer contain my screams. "If you don't shut up, we'll stop right now," the doctor threatened. I bit my tongue, and tried to

concentrate on being somewhere else. All I could think of was the women without five hundred clean new bills who were doing it themselves. God knows how. I thought, too, of Kafka's penal colony where the victim has his crime, of which he is ignorant, painfully engraved on his skin. Was my crime being a woman, I wondered? I could think of no other logical explanation.

Five months ago, I took a pregnant former student, who wanted a friend along for reassurance, to the Eastern Women's Center. She, too, had already undergone an abortion. A painter, she had become pregnant during her first year in graduate school at Yale. The university psychiatrist informed her she would have to be proven suicidal to get a legal abortion. She got her abortion, and wound up in a mental hospital where she was subjected to months of endless cross-examination by boards of male psychiatrists. Finally, she was released, and permitted to resume her studies.

The Eastern Women's Center is a large midtown clinic, attractively decorated, and run with admirable efficiency by a staff of trained counselors, nurses and doctors. While I waited in the lounge, I chatted with the boyfriends, husbands, mothers, and children of the women having abortions. In the meantime, my friend was having her blood and urine tested and receiving sensitive psychological counseling regarding her feelings toward abortion and her relationship with her lover. After her medical history was recorded, the appropriate birth-control preventive was prescribed. Then she disappeared for about 45 minutes. When I next saw her, she didn't even look pale. She was full of smiles, eating cookies, and waving good-bye to new friends. The informal atmosphere quickly equalizes women and men, rich and poor, black and white, all of whom are equally served by the center, which charges \$150, including tests and follow-up examination. (Indigents pay less or nothing). The next day my friend was back in her loft starting a new painting.

Repeal of legalized abortion would have plunged us back into the medieval barbarism of sex-as-crime to be punished—if you are female, that is. Despite Rockefeller's veto, the issue is bound to recur. In the matter of abortion, no man is the peer of a woman whose body is the object

under consideration. This seems to me a legal point of some consequence which has not been construed as such. Under these circumstances, I have a modest proposal. Since we have such accurate scientific instruments for measuring pain, I suggest we arrange sessions with such electronic devices for those who would presume to legislate the right of women to control what happens to their bodies. The charge would be exactly equal to the pain of an abortion without anesthesia. Then let them judge.

There is no more scientific evidence that a fetus in the early stages of development perceives anything as precise as pain than there is that flowers feel. Those men running around with bottled fetuses are using a pathetic fallacy to cover one obvious fact: they hate and fear women. As for the Church, it has shown itself capable of change in the past when it abolished the Inquisition. It can abolish other vestigial relics of medievalism as well in the interest of human survival.

Overpopulation is the greatest threat to life on earth. Killing Asians as fast as we breed Americans is not a solution to zero population growth. At present, I have all the children I can properly care for. If I were to become pregnant, and abortion were unavailable, then the art critic of this magazine would probably be a man. And if my student friend got pregnant, she'd be home minding kids instead of out competing for galleries. This is the underlying intention of repeal of legalized abortion.



## GETTING OUT THERE AND RUNNING

by Ellen Kozak '65

In 1960, as an intrepid high school journalist, I had a two-sentence interview with then-Senator John F. Kennedy.

"What would be your advice to a young person aspiring to a political career?" I asked him.

"Get in there and run!" he replied.

Since I did not think of myself as an aspiring politician, but rather a budding journalist, I ignored his words of wisdom. However, twelve years later, armed with a Barnard degree, a law degree, and a certain inclination towards windmill-tilting, I suddenly found myself "in there" running.

To be more specific, I was running for alderman (or alderperson, as it began to be called by the younger press after I entered the race) in the Third Ward of the City of Milwaukee, Wisconsin. The only alderwoman in Milwaukee had recently been appointed to a judgeship; I felt there was no one on the common council representing *my* interests either as a woman or as a human being.

Thus it was that, on a day in December of 1971, I decided to enter the race.

Confident that my many years of working on other people's campaigns would help me to organize mine without much difficulty, I called up a fellow-lawyer and asked him to be my campaign manager; he accepted. Only then did I call up the City Election Commission to find out the prerequisites for running.

One had to be a qualified elector and a resident of the ward. That was easy enough. But the next step was getting on the ballot.

Nomination papers with no more than 400 and no less than 200 signatures of qualified electors who were bona fide residents of the Third Ward had to be submitted by January 25th, 1972, but could not be circulated before January 1. While 200 does not seem like a lot of signatures, when there are eleven candidates, some with powerful organizations, it becomes harder and harder to find 200 people who haven't already signed. And in sub-zero cold, it is very difficult to ask a friend to go out and circulate petitions.

Then there was the problem of definition: just what *was* a "qualified elector"? My campaign manager, another lawyer friend and I all put our heads together and read the corrupt practices act for Wisconsin. Did the elector have to be registered? Merely eligible to register? Could a qualified elector sign as circulator if he or she had also signed the petition? Could I, as



a qualified elector, sign as circulator of petitions nominating *me*?

We played it very cautiously, avoiding problems where we thought they might arise. Perhaps it was good we did so: two of the eleven candidates were eliminated at the nomination stage.

But as of January 25th, I was on the ballot, along with eight others.

The incumbent alderman, whose politics and attitude I found most disagreeable (to put it mildly), was widely financed and firmly entrenched. A leading local citizen who was a member of every possible local organization had been running for months; another, well connected with our local assemblyman, had been running for a *year*! The son of our local hanging judge, just graduating from the University, was also in the race. So was the negotiator for the Milwaukee Police-men's Protective Association. There was no way that I could be considered a prime contender in a field like that.

I wasn't ready to be counted out yet. I had certain distinctions: I *was* the only woman—and the only practicing attorney—running.

So I had photographs taken, and my campaign manager, his wife and I sat down and drew up a brochure.

Here at last my political experience served me to advantage. I not only knew how to write up a piece of campaign literature, but I knew someone who knew someone who got me very good rates on union-printed literature (having the union "bug" on your literature is very important!).

We paid for the literature, and 100 signs, and 100 buttons, by putting a lot of subtle (and some not so subtle) pressure on family and friends. Our total campaign treasury was under \$300—for a ward of 44,000 people.

I enlisted my younger sister and brother to distribute





signs, and my mother to pass out literature at the local grocery stores. My best friend from grade school took charge of the literature distribution. But we had only about a dozen volunteers, and so despite our organization, we had no workers to do our very organized tasks.

So one of my girlfriends came up from Chicago for ten days to work on the campaign. She brought her 18-month-old son with her. While she was very very helpful, somehow having her, and the baby, and my dog, and my law practice, and the campaign headquarters in my one-bedroom apartment didn't do wonders for my nerves. But at least I had a campaign worker!

Around that time, I accepted an invitation to speak on a panel with the other candidates (one didn't come, so there were eight of us). I had never done any public speaking before. Suddenly, there I was before 250 people, forced to be creative because when eight persons are addressing themselves to the same questions, creativity is essential.

Suddenly, I decided that I had nothing to lose by saying what I really felt. Our ward contains an urban university, and residents are concerned with its possible expansion (shades of Columbia and its encroachment on Morningside Heights!), and the parking problems that its large enrollment of commuters causes. I came out for the containment of the university. I suggested monorails or tube transit as a rapid transit system for the city; I opposed further freeways, parking lots, or stop-gap measures that might become permanent solutions.

I suggested a ban on non-returnable bottles and on phosphate detergents. I endorsed a plan for compulsory separation of newspapers and cans, with pick-up granted by neighborhood to small entrepreneurs who would collect it and sell it for what they could get, being given territory, but no pay, by the city.

As I warmed to the subject of protecting our environment, I waxed even more creative: all newly-installed toilets should be a two-gallon type, rather than the current seven-gallon type. Also, owners of dogs should be required to install dog septic tanks in their back yards, at a cost of about \$10, and to deposit dog waste therein.

I suggested restrictions on apartment height, style and number (ours is primarily a residential neighborhood). I came out for the rights of individuals, for drug rehabilitation programs, for police-community relations programs.

And I left that meeting with the endorsement of the *UWM-Post* (the university paper), the local underground paper, and the Gay People's Union.

I had found my style: look straight, talk radical.

As election day neared, the campaign entered its most intensive period. At times I had as many as six people out at a single time (though those times were very few!). I rang doorbells, shook hands. One Sunday, I went through an entire high-rise old-age home; I rang 190 doorbells, smiled at over 200 golden-agers—and got about 20 votes!

Can a 27-year-old woman lawyer, running as a radical in a 9-person race, with less money and fewer workers than any other candidate succeed? That was the burning question when election day dawned.

My committee and I had hoped for 400 votes and seventh place. We were very gratified when I received 800 votes and came in sixth, beating my nearest opponent by better than 200 votes, and coming within 100 votes of the fifth-runner, the judge's son.

I was sought after for an endorsement by both primary winners, and eventually endorsed the one who committed himself to introducing some of my anti-pollution measures. I've gained some clients, a few speaking engagements, and a *lot* of greetings in the grocery store.

Most important, I think, were the many calls from people offering to support me, actively, if I were to run again. Many of them had committed themselves over a year before to the earliest declared candidate, but they pledged their support to me should I decide to run for another office. Would I?

Well, yes, I'll run again—if I can find enough people and enough money to have an efficient, well-organized, well-funded, and well-manned campaign.

And I suppose I'll run again if I get the feeling that I got this time: that there was no one else in office addressing himself (or herself) to the issues that I found important.

At least the next time, I'll start out as a prime contender.

JFK was right: the only way to get started in politics is to get in there and run!

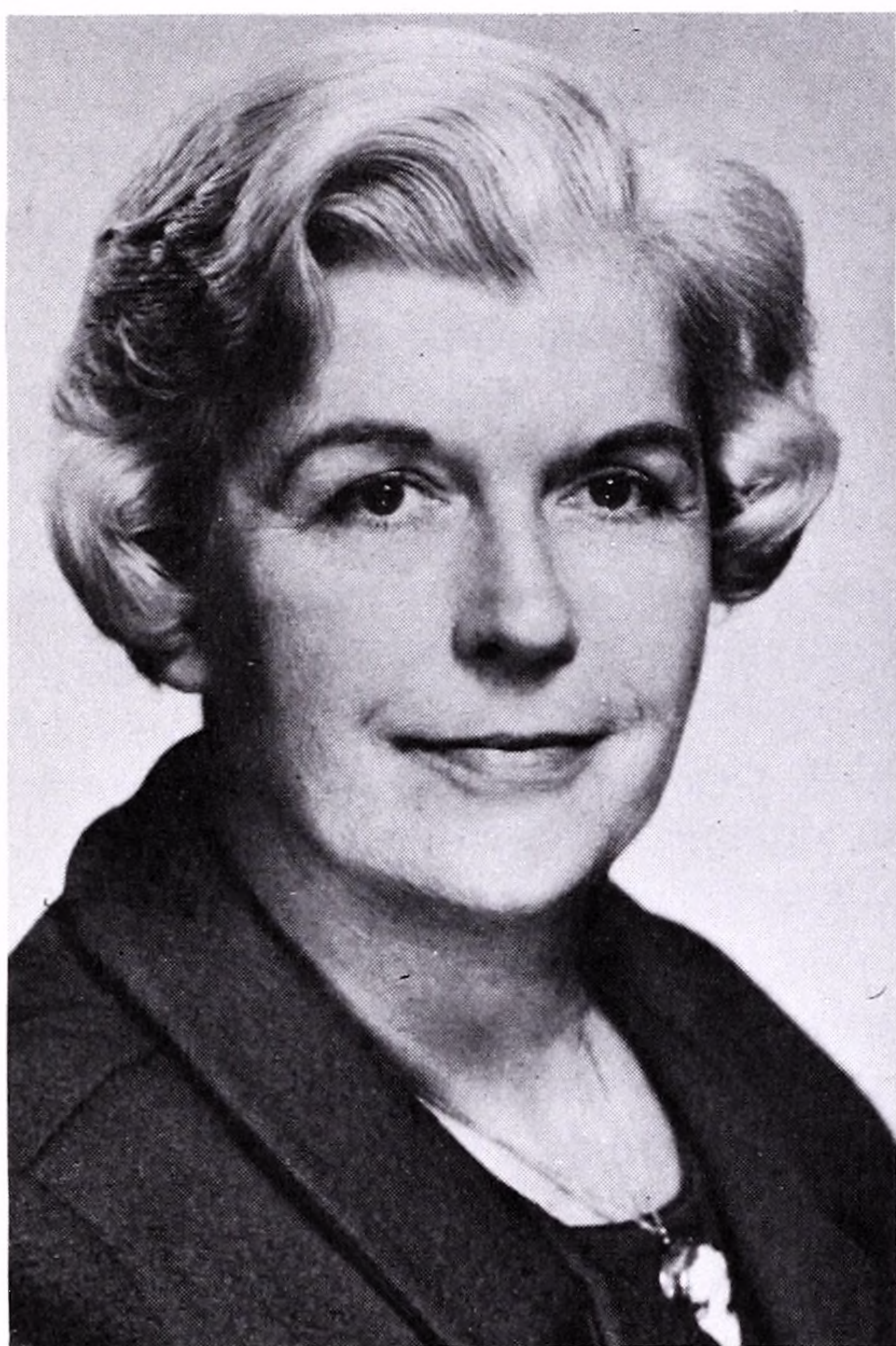


*On a sunny day full of promise early in September, President Peterson and Dean Breunig spoke of what the academic year 1972-73 would hold to the students and faculty assembled for Convocation in Barnard's gym. For a capsule review of Barnard Now, you could hardly do better than to read the relevant portions of their remarks printed here.*

## BARNARD 1972-1973:

### Meeting the New York Challenge

*By Martha Peterson, President*



It can, I believe be said without too much exaggeration that Barnard has been somewhat anxious about its future these past few years. First we are located in New York City which has been a symbol in the media, at least, of all that is bad about urban living.

Then there was Columbia University to which we are closely attached, a university which seemed to be having more than its share of the difficulties that were besetting all major universities. Nor was our relationship to Columbia clearly defined. Were we on the verge of being swallowed up by Columbia? What chance did we have for survival if Columbia turned out to be the neighborhood bully? Would the truth, beauty, virtues we believe we represented really prevail?

And finally, there was the problem of what we are by definition: small, undergraduate, liberal arts, for women. Everyone seemed to know that the small college was a luxury no longer financially defensible; undergraduate education, and by implication, liberal arts education, was merely an interlude to be passed through as quickly as possible until one reached the real Mecca—medical school, law school, or graduate school—and then life. As for being a college for women, even Princeton, Yale and Vassar had seen the hopelessness in separation of sex and had moved on to coeducation, that glorious panacea that would cure any shortcomings in curriculum, teaching and social development on the college campus.

So there we were—passé as an institution, in the worst city on earth, uneasily attached to a troubled university that did not seem exactly positive about our continued existence.

Our condition was enough to cause emotional stress, a split personality, if you will. Institutions, like people, have to know who they are, their authentic self, if they are to handle daily crises and decisions in a straightforward manner with intelligence and strength. Here at Barnard we were questioning who we were and consequently we often seemed to be clumsy and inept as we moved ahead, sometimes lacking the style we liked to think we had.

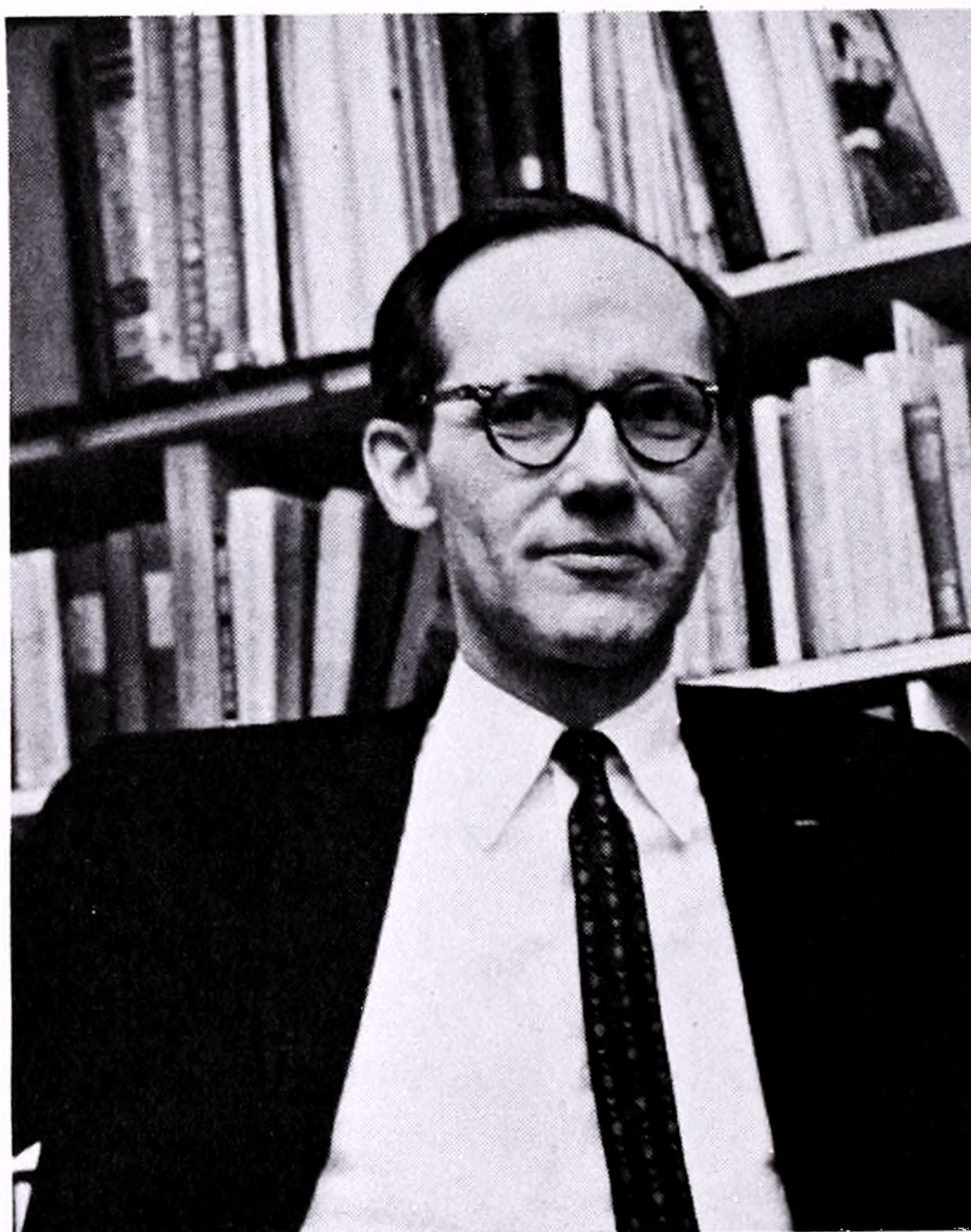
You will notice I have used the past tense in describing our condition; I have done so intentionally for I believe that we have passed through the most trying features of our emotional disorders and have the potential for renewal and vigorous growth in these next years if we are willing to work at our problems—not waste energy on worrying about what might be.

We haven't moved out of New York City, nor do we intend to, but there seem to be enough changes in the city to make it possible for us to focus on its assets, rather than its liabilities. It has its problems, but so have all cities and the problems may be capable of solution. So we can begin to work on the contributions living in the city can make to life on campus and what we can do on campus to learn to live in the city. Students

## BARNARD 1972-1973:

### A Year of Academic Excellence

*By Leroy C. Breunig  
Dean of the Faculty*



*I am convinced that we are starting the year 1972-73 with great strength. I shall mention some of our distinguished visitors: Alpheus Mason, the Robb Professor of Political Science, who will be here for the fall term, and in the spring Robert Skidelsky from England as the Robb Professor of History.*

*We shall also have four Gildersleeve professors, as we did last year, who will be living on campus in the renovated apartment above the Deanery for one- or two-week periods. Dr. Mary Douglas, the anthropologist and authority on comparative religions, will arrive a week from Sunday from the University College in London. R. K. Narayan, the Indian novelist, will be flying direct to Barnard from New Delhi on October 1. Some of you may have seen his very moving short*



at the statement that appears in our literature indicating that New York City is Barnard's laboratory. Then can we describe our relation to the city? Perhaps the best definition is the simple one. New York is our home—we live between Broadway and the Hudson River, between Times Square and Times Square; off to the west is the George Washington Bridge, and to the Southeast Central Expressway. As Sally Button said, in a recent issue of the *Alumnae Magazine*, "our hometown paper is the New York Times," and we might add our orchestra is the New York Philharmonic. This is Barnard's hometown, and like all other towns, it requires certain adaptations to live in it. Curiosity enough to look out the unusual; intelligence enough to learn from the accumulated wisdom; good sense to travel about in the city; patience to overcome the frustrations; and a bit of chauvinism when we describe our hometown to others. It can be habitable for us if we make it so. On campus a growing realism in acceptance of our location in New York City has made a difference. We have had a Division of Safety and Security for two years. This year we have added an additional guard on 116th Street; new doors and locks, Hewitt and Reid, and in time a "mail safe" lock system will be installed. We would like an open campus with access for all, but that is not possi-

ble when not everyone can be trusted, so we have done what had to be done to protect all of us. We have also attempted to make the campus as attractive as possible, a contrast to the city streets and subways—with grass, shrubs, flowers—a sense of order.

Then there is Barnard's relationship to Columbia University. We can start the year confident that we aren't to be swallowed up, nor are we to be denied the advantages a great university offers. We will keep our autonomy, our separateness in faculty, students, administration, trustees—and finances, but we will cooperate so that students in either institution may take courses in the other within reasonable limits, and we will share as many out-of-class activities as students wish, and physical conditions permit. This year we do not need to spend time in anxieties about our future because of outside pressures; rather we can concentrate our efforts on guaranteeing our future by our efforts.

Dean Breunig has mentioned the need for making cross registration bilateral instead of unilateral. Barnard's continued existence depends on Columbia students electing courses at Barnard, as well as Barnard students electing courses at Columbia. The faculty must continue to be vigorous in their teaching, their planning of courses, and Barnard students must be vigorous in their support of those courses and activities

at Barnard they know are good. They also must be wary in making sure their choices at Columbia are based on merit if they are to receive full value. The administration must be vigorous in making it possible for the cooperation to occur.

Barnard offers to Columbia a college that is small, in comparison, where attention to the individual should be possible; a college that has the ability to innovate with deliberate speed; a college totally committed to undergraduates. Columbia offers to Barnard the strengths of a university—in a variety of course offerings, in the excellence of a strong graduate library, in diversity in faculty and departments. Each needs the other for its particular strength and we must be very sure we do our part in preserving those values.

Finally I wish to speak briefly about Barnard as a small undergraduate liberal arts college for women. In all the discussions about the future of the small college the major obstacle is financing. It's great to have small classes, personal relationships, but who can afford it? Currently the financing of all higher education is in question and the financial argument against the small college seems to be diminishing. A university is not necessarily more efficient—its financial crisis is just less easily pinpointed. The key to any college's financial solvency is the possibility of adequate support, plus reasonable decisions on

in last week's *New Yorker*. It's almost as though the *New Yorker* were collaborating with Barnard in announcing his arrival.

and in February and March Dame Emily Wedgwood, the historian, and Professor T. B. L. Webster, the classicist, will be among us.

The curriculum has undergone several important changes. Our faculty has approved thirty-eight new courses for the coming year, ranging from Baroque in Northern Europe to Labor Economics. We have approved a new major, in the field of bio-chemistry, and two new interdepartmental major programs: a joint program with Columbia in Ancient Studies, and our own Program in the Arts, which will allow a limited number of gifted students in one of the

arts to develop their professional skills at the same time that they are receiving a liberal arts education. We shall also be inaugurating a new series of interdepartmental courses in the Humanities.

The biggest innovation of course is what we call "open access," which means that almost all the courses listed in the Columbia College bulletin will be open to Barnard students and vice versa. Along with the 789 courses (including the joint and cross-listed courses) in our own catalogue there will be the 435 additional courses of the Columbia College bulletin available to our students.

The number of Columbia students in Barnard courses rose sharply last year and will undoubtedly increase even more in 1972-73. It used to be, even as recently as three or four years ago, that the Bar-

nard woman who was intent upon coeducation above all assumed that she had to "cross the street." Now, however, she realizes that coeducation is right here, on home-ground, in the class rooms of Milbank, Altschul, Lehman and Barnard Halls.

"Open access" means that there will be no more cut-and-dried administrative restrictions on Columbia College courses. It's simply a matter of the adviser's signature. The danger of this liberalization is the very excess of riches. The multiplicity and variety is really staggering. Imagine how frustrating it must be for the hungry student who must select thirty-two courses from about twelve hundred! The young woman who is already inclined to specialize may be tempted to over-specialize,



what it will undertake to do—and that is just as possible for Barnard as it is for Columbia or New York University, but we will have to be alert.

The demise of the liberal arts college and the college for undergraduates seems to be equally based on misconception. There will always be undergraduates in greater numbers than graduate students; therefore undergraduate colleges will continue to exist. Part of the tension in major universities emerged from the lack of concern for the undergraduates so there must be a need for a good college committed to undergraduate education. An excellent one can have great influence. A liberal arts college will always be attractive to the student or teacher whose major interest is learning, not just learning how.

Finally there is the matter of being a woman's college. There has been less agreement, both internally and externally, on the future of a woman's college. Hasn't sex discrimination been eliminated except for the unwillingness of women to assume the responsibility for opportunities open to them? All thinking people agree that there are no measurable sex differences in intellect; then why educate separately? College professors should be concerned with the minds of their students, and minds do not have sex. Besides, all normal young people between 15 and 21 see separation as archaic.

We seem to have found answers to these questions from our own experience and from observation of those around us that support the existence of a separate but not segregated college for women. In the first place sex discrimination still exists and can be shown to be based on more than the unwillingness to women to assume leadership. Secondly, while equality in intellect is established, co-education has turned out more often to be assimilation of women into a man's learning pattern rather than opening up equal opportunities. Further the mind may not be sexed but minds cannot be taught effectively without some awareness of the kind of life the human being with the mind may live. And finally some young women have to recognize the need for time to establish their own identity in order to be able to live a fully satisfying life.

Since the beginning of the drive for equal rights for women in the United States (Seneca Falls 1848, if you will) there have been differences of opinions on the means of liberating women. The feminist movement demands absolute equality; the "second sex" movement prefers a dependent role. Barnard has always had every shade of opinion among its faculty, student body, and alumnae, and still does. But Barnard has always been consistent in its leadership to establish the right for a woman to choose with dignity how she will live her own

life. Development of strength to choose is an obligation of a Barnard woman and support in achieving this independence of self is the obligation of the faculty and staff to the students.

I spoke earlier of the split personality, the lack of self-knowledge, we have been experiencing recently as a college. I have spoken too of my high hopes for the future because we are the undergraduate liberal arts college for women of Columbia University in New York City. We are unique among colleges in our condition of existence; we are also unique among colleges in the strength of faculty, staff, students and alumnae. For these reasons, I believe such high hopes are justified. Don't prove me wrong as we together learn to profit from our fortunate condition.

---

*whereas the potential dilettante may be tempted to sample too much, to over-embrace.*

*Meetings between student and advisor become therefore all the more important in planning a coherent, liberal arts course of study, one that is neither too amorphous nor too rigidly pre-professional. The earnest young woman who is determined to follow the strait and narrow line to medicine or law or some other professional career might do well to relax a bit from time to time and recall that the "know thyself" of Antiquity, should still be the motto of every liberal arts college.*

*The A.B. degree is after all more than the sum total of thirty-two courses. It represents, we hope, the acquisition of a set of humanistic values that are more real, in the sense of more solid, more*

*true, than those of the so-called "real" world out there—values that incite one, for example, in this age of violence to protest constantly not only against man's inhumanity to man but against man's insensitivity towards man's inhumanity to man.*

*The advisers at Barnard—and in the broadest sense this means the whole faculty—are "human," if I may use a favorite word in the new Course Guide. One of our professors is described for example as "always available for consultation and very human." As a matter of fact this availability—and sensitivity—of the Barnard Faculty runs like a leit-motif through the Course Guide which, as you know, is based entirely on the students' opinions of their teachers. So and so is "brilliant and perceptive concerning student problems and*

*interests." Another (I won't embarrass them by naming names) "bends over backwards to help the students." And another is "a genuinely warm individual who takes an interest in his students." One is "consistently helpful;" another is "always available for consultation." Still another is "a very amiable person who gets personally acquainted with her students." And so forth. It reads like a litany.*

*I am not naive enough to claim that such remarks necessarily apply to every faculty member. We still have a long way to go toward the ideal of the warm, personal relationships that are the very raison d'être of a small college, but you have my assurance on behalf of the faculty that we shall make every effort throughout the coming year.*



## BACK TO BARNARD: AN AUDITING EXPERIENCE

By Nora Ravsky Schwartz '48

Last September, besieged by a series of invisible, yet powerful beckonings, I decided that I would audit some courses at Barnard. It was twenty-three years after my graduation. My children, becoming increasingly independent, had given fair warning that they'd soon be treading on my tail; and my venerable gynecologist, after peering into me, had mused, "looks like we're coming into the home stretch." All of this would have thrown me into a blue funk if it hadn't been for an encouraging revelation by my older sister. She read my palm after dinner at a Gramercy Park restaurant and discovered in a tiny crease the portent of a brilliant career beginning at age seventy. I still had time! That would lend new credence to the delightful query (which no one seems to ask me any more), "Now, what would you like to be when you grow up?" Without knowing the answer, yet anxious to get started, I resolved to resume my education; but I was terrified at the thought of a plunge into graduate school. I have always gone into the water one inch at a time and it seemed to me that the alumnae auditing privilege offered the perfect way to get my feet wet.

I signed up for Intermediate French and Logic. French seemed appropriate because it is, after all, uncultured to know only your native language; and also because people who speak French seem more expensively dressed. Logic was my husband's suggestion; and when I explained this to my professor, he told me that I was married to a male chauvinist. The difficulty with the combination was that my French class preceded the Logic and I found it difficult to shift gears; I was forever formulating my syllogisms in a foreign language and finding myself at a disadvantage with the English-thinking students.

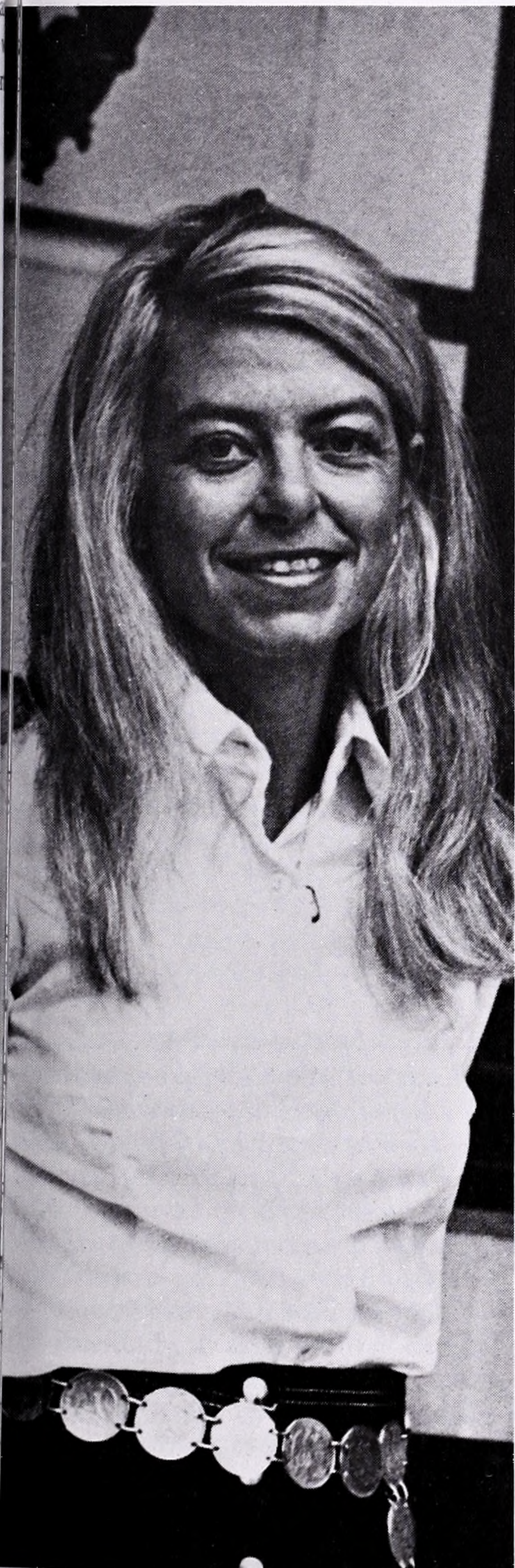
An ancient quirk of mine made it impossible to study effectively without the threat of an impending examination—so I asked my teachers to allow me to take all of the exams and be graded. I did all of the required homework, crammed, worried and suffered the anxieties of my fellow students. The grades

were recorded only in the minds of my teachers and myself (I wasn't taking the courses for credit) but they provided an objective gauge of my progress. More importantly, they identified me with the younger students. Through this Kafkaesque and masochistic system, I attained a sense of belonging—cursing, groaning and complaining along with the others—and it was in this way that I was able to share some of their extra-curricular confidences. I became the after-class waiting wall for a few lonely undergraduates; and they in turn gave me a liberal education in the lifestyles of their generation. We made it through the year together.

Lunch time in the cafeteria in McIntosh: at high noon there are no empty tables to be found; it would be impossible to eat alone even if you wanted to. A hard-rock record beats it out over the clatter of the room as you struggle through food lines and search vainly for a familiar face at a table with an empty place. Then, meekly, "May I share your table?" The answer is always yes and before long you find yourself part of a lively group. Our conversations are mostly into trivia, but are revealing.

After an exam, it is always "What did you think of that?" asked cautiously and non-committally (for to think a soft exam is hard exposes you as a dummy and the reverse makes you out an obnoxious snot). This is followed by a critical analysis of the questions and then a personal appraisal of the professor. The students rate their professors on their personality—funky, gross, plastic, weirdo or uptight—and on the "fairness" of their exams. It's bad form to admit that you care about grades, but the girls insist that they be evaluated fairly. When a teacher gave only two days' notice for an important test, there was a mass protest which won a week's reprieve. If anything, these students are more serious about their studies than those of my generation. But there are plenty of differences in style; the girls can't escape the influences of women's liberation and the youth culture.

The bulletin board at McIntosh—tutor-





ing offers, gym suits for sale, rock concerts, club activities, rides to Columbia football games, and then—"Where and How to Get an Abortion." As if it were just another "event" on the week's calendar! Those things didn't happen in my day, did they? At least the girls of that time were less open about it; they called the procedure an "appendectomy" or a "gallbladder operation," depending on which organ was still available. But, how much more discreet we were! Recently I heard one of the students tell of her sanguinary experience at the hospital while terminating a pregnancy. It was all related in terms of clinical detachment, down to a description of the suction device employed—"no bigger than a cigar." But it seems that there was no one there to take her home afterwards. I was struck by the deep loneliness of the narrator. For all the new candor of the young in discussing sex matters, they are no less troubled by them now than in former years.

The girls I met at Barnard came from so many different backgrounds and had such varied outlooks on life that it would be hard to classify any of them as a Barnard Type. Many of them seem to have a firm grip on reality. In a three-way discussion on drugs, one student offered that life was just opening up for her and that she had no intention of using grass to mask or distort any part of it; she wanted to experience everything as it happened without the crutch of artificial "sensitivity." I discovered in her all the enthusiasm for life and learning that her generation is supposed to have lost. Her Freshman Orientation was as exciting as a masked ball—she delighted in meeting new people. She was far from a blue-nose; she respected the freedom of others to experiment, but felt that the conventional morality of her upbringing was what suited her. The Logic course was difficult for her, but she was enormously interested in the subject and worked to improve her performance as the semester progressed. No nostalgic alumna of my day could have been more enthusiastic about Barnard than she.

By contrast, I met another student who complained bitterly: "I've been living with this guy since I was sixteen. We want to tour France this summer and I asked Madame \_\_\_\_\_ (her French teacher) for information—like how would the French people take to an un-

married couple sharing a room. She wouldn't help at all. All she did was hand me a bunch of travel brochures. She's all cut and dried." More likely the teacher was just embarrassed! I asked my friend what her family thought about her living arrangements. "They're angry. They barely send enough money to keep us eating decently, but we've budgeted to the point where we can manage. My grandmother thinks I'm living an exciting, romantic life here in New York City—soft lights, little dinners for two, occasional entertaining. Hah! I spend half the time figuring how to stretch a spaghetti meal and I can't even afford a new pair of jeans."

These conversations sometime took a kooky turn. "Hey Nora, have you got a head on?" "No, this is me." "Ever smoke grass?" "No." "I'd have sworn you were high." "Then evidently I don't need it." "Well, maybe you ought to have your husband try it." "I'll suggest it tonight."

The extreme advocates of youth culture don't represent this generation of Barnard undergraduates any more than Mrs. Robinson represents my own. They do include some of the brighter women on campus and they seem dedicated to a radical remaking of the world. Where are their counterparts in the classes of twenty years ago—the girls who loved to shock everyone with their unconventional behavior? More than half of them will be voting for Richard Nixon this year.

In May, the strike for peace had its amusing side for me. One morning I arrived at Milbank after my usual long hike to school only to find the entrance blocked by a number of fierce-looking Columbia men and a few vociferous Barnard women urging a boycott of classes. When I tried to enter, I was stopped by a magnificently mustachioed Cossack (he never denied it) who demanded to know whether I was a student. I said I was not. Glaring at me, he asked if I were an instructor. I denied it. "Administration?" he boomed. "I'm an auditor," I replied. With that, his face relaxed into a grin and, bowing from the waist, he gestured with a sweep of his arm that I might enter. Moments later, on the fourth floor landing, I realized that his understanding of an "auditor" was different than my own. He had me figured for a revolutionary accountant, sent by the strike committee to check the effectiveness

of the boycott!

After a full year of auditing in my fashion, I can say that the experience was a positive one. The courses, as difficult as any I remembered from my undergraduate days, fulfilled their catalog descriptions. I had a feeling of accomplishment in succeeding at the College under today's standards; I've been encouraged to think I could also manage courses at the graduate school level; and both the teachers and the students helped in making me feel at home. The exposure left me with an appreciation of the work Barnard continues to do in the education of women and with respect for the undergraduates of today. . . . Now, if only they hadn't abolished Greek Games!

Each year the AABC awards a fellowship for graduate study to a Barnard senior or alumna who shows exceptional promise in her chosen field of work. Last year two awards were given; one carried a stipend of \$1800 and the other was for \$700.

More detailed information and application forms may be obtained from the Fellowship and Loan Committee, Associate Alumnae of Barnard College, 606 West 120th Street, New York, New York 10027.

Applications must be filed by February 1, 1973.



# THE BARNARD FUND REPORT 1971 1972

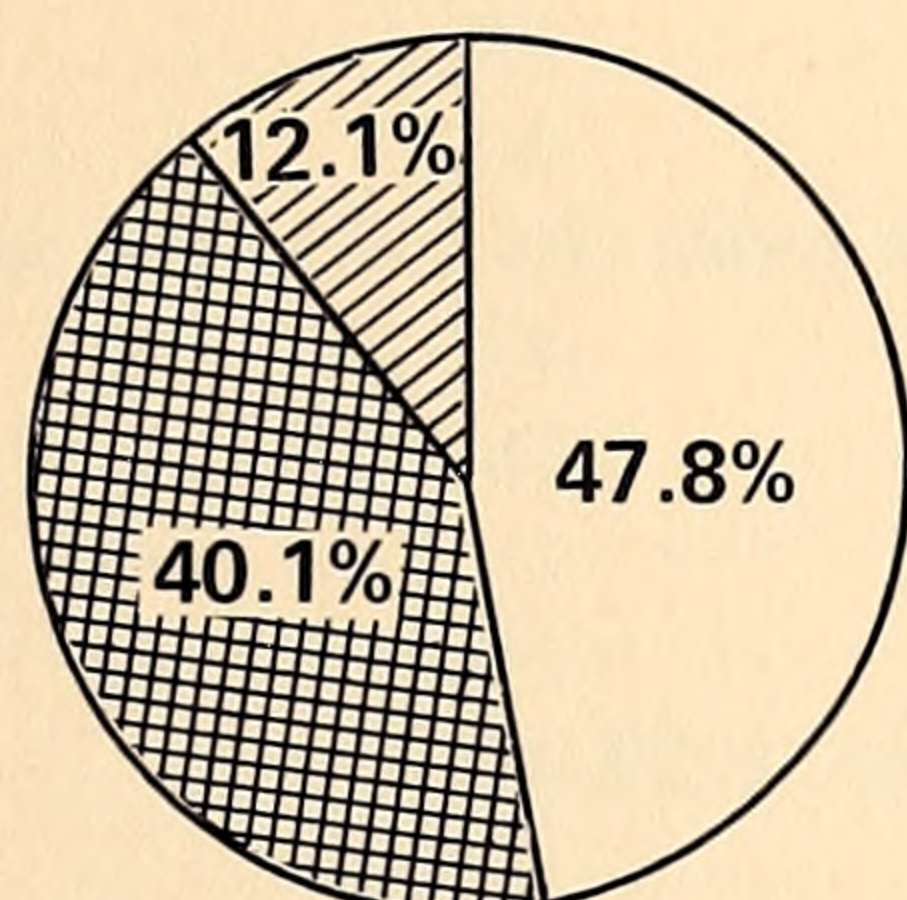


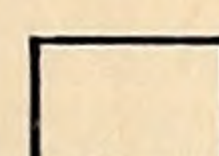


QUARTY-FIRST ANNUAL FUND REPORT

FALL 1972

## Barnard Fund Total Reaches \$1,252,307 in Gifts from All Sources in 1971-72; Alumnae Raise Half of College's Gifts; Annual Giving Almost \$60,000 over Goal

### Barnard Fund at a Glance:



	Alumnae .....	\$ 598,419
	Corporations and Foundations ..	\$ 151,465
	Other Sources .....	\$ 502,423
<b>TOTAL .....</b>		<b>\$1,252,307</b>

Barnard College received \$1,252,307 in gifts from all sources during 1971-72, with contributions from alumnae accounting for almost 50% of this total. Alumnae contributed \$359,834 in annual giving alone, with special gifts and bequests amounting to \$238,585 more.

Other highlights of the 1971-1972 report are:

□ The annual giving total was \$59,834 over the \$300,000 goal for the year and was the highest amount achieved in the three-year period since the close of the Ford Capital Campaign in June 1969. In 1969-1970, annual giving totaled \$353,590; in 1970-71, the total was \$328,052.

□ Alumnae participation has also been on the rise since 1969. In 1971-1972, 36.0% of all alumnae contributed, compared with 34.7% in 1969-1970. Gains in the number of givers were noted among classes in the twenties, thirties, fifties, and sixties.

□ Largest single contribution last year was a special gift in honor of her 65th reunion made by Helen Goodhart Altschul, '07. Only a portion of her gift was allotted to annual giving. The remainder was classified as a special gift.

□ Of the 5,961 alumnae gifts contributed to the Annual Giving Program, 5,411 were under \$100 and accounted for \$95,836. On the other hand, 550 gifts of \$100 or more (9% of the total gifts) yielded \$263,998, or 73% of the Annual Giving total.

### Alumnae Raise Over \$20,000 in Cash and Pledges to Restore Virginia C. Gildersleeve Deanery; \$28,000 Sought

More than \$20,000 in cash or pledges has been raised by Barnard alumnae for the renovation of the Deanery and its rededication as the Virginia C. Gildersleeve Deanery. So far 5 alumnae have made gifts or pledges of \$1,000 or more to become Patrons of the project, 10 alumnae have contributed \$500 or more as Sponsors, and many friends of the Deanery have made gifts ranging from \$5 to \$499. Names of Patrons, Sponsors and Friends will be recorded permanently in the Deanery Library.

The Committee for the Deanery, under the chairmanship of Ruth Saberski Goldenheim '35, seeks a total of \$28,000 by June 30, 1973, which will be used to paint, restore and refurbish the Dean's former residence in Hewitt Hall. The Deanery is now widely used for meetings, luncheons, and receptions sponsored by the President, the faculty, and the alumnae.

Over the years, the furnishings have become worn and shabby, and the Committee intends to refurnish the area in a style reminiscent of the original. Whenever possible, the Deanery's own furniture will be recovered. The upstairs apartment, already renovated, serves as a temporary

residence for distinguished College guests, such as Claude Lévi-Strauss, Jean Stafford and others.

The Committee hopes that the money raised will include a sum for the endowment of a fund for maintaining the Deanery as a memorial to Miss Gildersleeve, who served as Dean of Barnard from 1910 to 1947. A Barnard alumna of the Class of 1900, she spent a total of 52 years on the campus as student or officer, bringing fame to both the College and herself.

### DECADE LEADERS 1971-1972

Decade	Class with Largest No. of Donors	Class with Biggest Donor Gain	Class with Largest Amount Raised	Class with Highest % Participation
1900-1909	1909 ( 24)	1906 (+ 2)	1907 (\$50,055)	1906 (80.0)
1910-1919	1917 ( 74)	1917 (+18)	1914 (\$12,406)	1911 (78.4)
1920-1929	1929 (109)	1927 (+24)	1923 (\$10,569)	1922 (75.4)
1930-1939	1930 (109)	1932 (+21)	1935 (\$ 9,092)	1931 (54.5)
1940-1949	1949 (100)	1942 (+21)	1946 (\$ 9,377)	1941 (41.3)
1950-1959	1957 (147)	1950 (+33)	1950 (\$ 8,804)	1950 (43.4)
1960-1969	1962 (131)	1960 (+15)	1961 (\$ 5,734)	1962 (36.8)
1970-1971	1971 (112)	1970 (+ 2)	1971 (\$ 863)	1971 (27.1)



**The Barnard Fund Report  
Published Annually  
by Barnard College  
in the City of New York**

Twenty-first Annual Report      Fall, 1972

*Barnard Fund Alumnae Committee*

Hope Simon Miller '45, Chairman  
Dina Sternbach Berger '68  
Nanette Hodgman Hayes '40  
Helene Finkelstein Kaplan '53  
Lenore Metzger Klein '36  
Barbara Glaser Sahlman '53  
Lois Voltter Silberman '42

*Ex Officio*

Ruth Saberski Goldenheim '35, President,  
Associate Alumnae  
Nora Lourie Percival '36, Director of  
Alumnae Affairs  
Barbara Valentine Hertz '43, Director of  
Development  
Eleanor Streichler Mintz '44, Director of  
The Barnard Fund

**Barnard Fund Notes**

- Fourteen alumnae were responsible for \$190,463 in bequests last year. Half the gifts were restricted, primarily to scholarships. Bequests were received from the Estates of Elizabeth Hobe Burnell '20, Dorothy Reaser Colonna '16, Yvonne Moen Cumerford '23, Harriet L. Goldman '13, Edwina Levy Hayman '05, Ann G. Kuttner '15, Florence deL. Lowther '12, Pamela W. Lyall '05, Mary MacNeil '26, Joseph H. Stickler (in honor of Mary Stickler McCallion '62), Helen Rogers Reid '03, Herman F. Smaltz (in memory of Adele Dorsett Smaltz '06), Etta A. Waite '10, and Martin Wright (in memory of Theodora G. Wright '31).
- In the three years since the Deferred Giving Program was initiated in pilot form, more than 170 alumnae have told the College that they either have included or plan to include Barnard in their wills.
- Forty-two alumnae, 4 parents, and 4 students completed 834 calls during two telethons held last spring at the Telephone Company's mid-town offices. As a result, \$14,956 was contributed to Barnard.
- Seventy-eight corporations matched 156 gifts from Barnard donors for a total of \$9,606 in matching gifts to the College. In addition, a gift of \$3,000 was made by CBS Foundation in honor of an alumna employee.
- The average gift contributed to class giving for 1971-1972 was \$61.08.
- The legal name of Barnard College is Barnard College in the City of New York.

**Fund Totals**

Gifts to the Barnard Fund in 1971-1972 came from the following sources:

Alumnae .....	\$ 598,418.94
Research grants .....	265,722.21
Foundations .....	75,670.00
Corporations .....	75,795.36
Trustees (non-alumnae) .....	18,545.81
Other non-alumnae groups .....	149,054.83
Other non-alumnae individuals .....	34,513.17
Parents .....	31,468.75
Faculty and staff (non-alumnae) .....	2,829.81
Students .....	287.63
<b>TOTAL .....</b>	<b>\$1,252,306.51</b>

Alumnae gifts came from the following sources:

Class Giving .....	\$ 328,392.47
Thrift Shop .....	20,064.57
Alumnae Clubs .....	11,376.58
<b>ANNUAL GIVING TOTAL .....</b>	<b>\$359,833.62</b>
Special Gift .....	48,122.50
Bequests .....	190,462.82
<b>TOTAL ALUMNAE GIFTS .....</b>	<b>\$ 598,418.94</b>

**MESSAGE FROM THE CHAIRMAN**

In 1971-72, we took a cue from President Peterson's statement, "If this is the year of the woman, then this is Barnard's year," and we urged, "Help make this Barnard's year."

I am delighted to report that the response to our pleas has been overwhelmingly affirmative: \$359,834 has been donated in Annual Giving alone, almost \$60,000 over our goal. The total alumnae giving figure, including special gifts and bequests, comes to \$598,419.

The two following letters, which may be familiar to some of you, express better than anything I can say the warmth of your response.

From Hannah Falk Hofheimer '09 came this note:

"I am happy to enclose my usual check to Barnard. As I look back to my years at College, I realize that Barnard and I are about the same age (although when I attended I considered it a venerable institution). We've both had to adapt ourselves to a changing world. I hope we can both be sufficiently flexible in our minds to continue to do this."

And Karen L. Rosa '71 wrote:

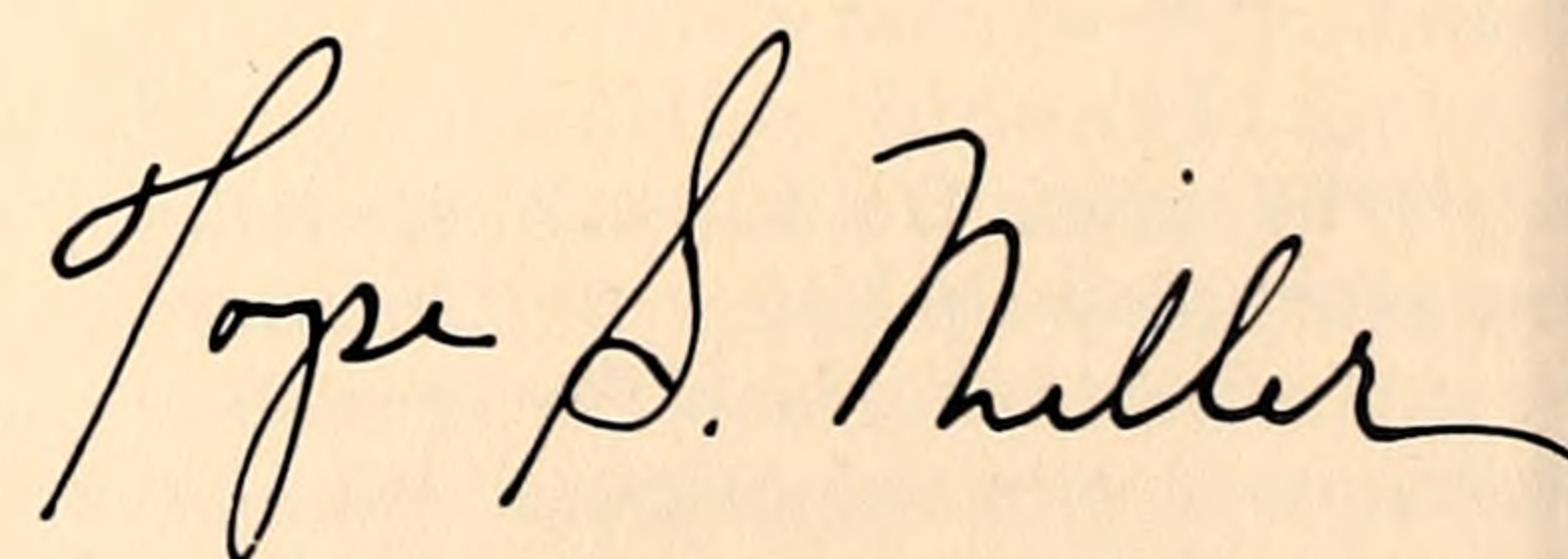
"My contribution is not much, but it has special meaning for me as it is coming out of my first pay-check. Being able to get a

job, particularly when you are a woman in these difficult times, certainly has to reflect favorably on the education which you have received.

"Therefore, I am sending this along in the hopes that it will help Barnard in some way to continue its efforts to provide an innovative and productive environment for the young women of today. I hope to be able to do more at some future date."

These are the reactions of two women who are many years apart. In these letters we can see wherein lie Barnard's strength, its resilience, its vitality.

My warmest thanks to each of you who helped us top our goal by so much. Alumnae have raised \$1,041,475 in annual giving during the past three years, and \$1,610,274 in special gifts and bequests—a grand total of \$2,651,749. Let's keep it up!—and make this "Barnard's decade"!



Mrs. Arthur Miller, Chairman  
Barnard Fund  
Alumnae Committee, 1969-1972



## Class Giving Totals 1971-1972

CLASS PRESIDENT and FUND CHAIRMAN	NO. SO- LICITED	NO. OF DONORS	AMOUNT GIVEN	% PARTIC- IPATION
—	2	2	\$ 70.00	100.0
—	1	—	24.76	—
—	4	1	100.00	25.0
—	0	—	—	—
—	11	3	340.00	27.3
May Parker Eggleston	16	7	5,107.00	43.8
Florence Meyer Waldo	16	8	1,760.00	50.0
Jessie Parsons Condit				
Edith Somborn Isaacs (Hon.)				
Eleanor Holden Stoddard	20	16	575.00	80.0
Elizabeth Tredwell Stebbins				
Anne Carroll Rose	18	4	50,055.00	22.2
Helen Loeb Kaufmann	21	5	220.00	23.8
Mathilde Abraham Wolff	32	24	4,182.02	75.0
Edna Heller Sachs				
Adelaide Loehrsen	36	16	605.00	44.4
Florrie Holzwasser	37	29	1,308.00	78.4
Edith Valet Cook				
Dorothy Spear	64	33	3,320.00	51.6
Joan Sperling Lewinson				
Edith Halfpenny	70	38	2,702.22	54.3
Edith Mulhall Achilles	74	35	12,405.81	47.3
Lucy Morgenthau Heineman	70	41	1,824.00	58.6
Helen Rosenstein Shapiro				
Edith Rowland Fisher	76	42	7,333.00	55.3
Elizabeth Man Sarcka				
Margaret Moses Fellows	97	74	5,103.69	76.3
Mary Griffiths Clarkson	106	62	2,229.25	58.5
Edith Willmann Emerson				
Grace Munstock Brandeis	99	52	2,760.00	52.5
Josephine MacDonald Laprese				
Dorothy Robb Sultzer	101	56	3,607.00	55.4
Helen Jones Griffin				
Frances Brown Eldredge	122	58	3,261.06	47.5
Marion Vincent				
Louise J. Schlichting	114	86	7,381.19	75.4
Dorothy Houghton				
Leah Murden Bayne	120	77	10,568.75	64.2
Barbara Kruger MacKenzie				
Grace E. Kahrs	147	77	2,830.00	52.4
Marion Kahn Kahn				
Dorothy Putney	146	92	7,591.31	63.0
Elizabeth B. Patterson				
Ruth Coleman Bilchick	166	84	3,943.56	50.6
Katherine Kridel Neuberger				
Dorothy Mueller Holt	188	102	7,153.50	54.3
Ruth Richards Eisenstein				
Margaret Ackerman Miller	166	63	3,009.25	38.0
Marian Churchill White				
Barbara Mavropoulos Floros	225	109	10,042.61	48.4
Marion Rhodes Brown				
Mildred Sheppard	202	109	7,584.00	54.0
Else Zorn Taylor				
Esther Grabelsky Biederman	187	102	5,510.63	54.5
Lorraine Popper Price				
Caroline Atz Hastorf	185	100	6,642.50	54.1
Ruth Korwan				
Gena Tenney Phenix	209	87	2,752.38	41.6
Sylvia Weinstock Weinberg				
Gertrude Lally Scannell	193	84	8,393.38	43.5

## Trustees Establish 9 New Endowed Funds

Contributions of \$157,688 were made by both alumnae and non-alumnae to endowed funds during the past year. Nine new funds were established by the Trustees in the course of the 1971-72 fiscal year. They are:

Saint Agatha-Muriel Bowden Memorial Prize Fund  
Yvonne Moen Cumerford Scholarship Fund  
L. Adele Dorsett Fund  
May Parker Eggleston Scholarship Fund  
Helen Hope Williams Fund  
1936 Scholarship Fund  
Helen Rogers Reid Fund  
May H. Salinger Memorial Fund  
May and Edgar Salinger Fund

## Memorial Gifts

Alumnae and non-alumnae were remembered through gifts to the Memorial Scholarship Fund. Their names are: Deborah Allen Augenblick '40, Elizabeth Epstein Blick '18, Eleanor H. Bowman, Constance E. Brown '34, Katherine F. Coffey '22, Barbara Cross, Kathleen S. Dunn '28, Elsa Heller Ernst '12, Suzanne Gold Farkas '61, Charlotte B. Farquhar '24, Celine Young Felson '45, Otto Albert Friend, Wendela Liander Friend '18, Helga Annette Gaarder '22, Jack Gumbinner, Gwendoline de Rothschild Hoguet '48, Charles Evans Hughes, Mildred D. Kammerer '19, Ida Hope Mackenzie '03, Lenore Guinzburg Marshall '19, Z. Edwin Meyer, Anna Jablonower Miller '17, Marjorie Bier Minton '24, Natalie Joffe Moir '34, Elizabeth Metzger Moloy '27, Mary Roohan Reilly '37, Gilda Roth Roitman '61, Katherine Rubin, Hildegard Fitzgerald Shinnars '34, Mary Budd Skinner '02.

Gifts for the purchase of library books were donated in memory of Louise Levenson Adolph '55, and Professor Barbara Cross. Gifts for the Biological Sciences Department were made in memory of Gloria R. Schwantes '47, and Howard S. Levy. Katharine S. Doty and Professor Gertrude Braun Rich were memorialized by gifts to the Women's Center, and Dr. Aaron Levy and Dr. Bernard Linden were remembered by contributions to the Anita Hyman Glick Scholarship Fund. A gift to the Gilderleeve Scholarship Fund was made in memory of Louise Wintsch Boehringer, and an unrestricted gift was made in memory of Elsie Gleason '11.

The Suzanne Farkas Urban Affairs Library was established in memory of Suzanne Gold Farkas '61.



CLASS	CLASS PRESIDENT and FUND CHAIRMAN	NO. SOLICITED	NO. OF DONORS	AMOUNT GIVEN	% PARTICIPATION
1935	Ruth Bedford McDaniel Mildred Kreeger Davidson	193	85	9,092.00	44.0
1936	Alice Olson Riley Jane Eisler Williams	205	77	3,935.16	37.6
1937	Edna Fuerth Lemle	210	89	6,771.25	42.4
1938	Louise Barten Dott Jean Libman Gollay	230	64	2,988.50	27.8
1939	Ruth Halle Rowen Barbara Ridgway Binger	194	79	3,119.50	40.7
1940	Annette Hochberg Hervey Molly Wyland Clogston	220	71	5,373.45	32.3
1941	Patricia Lambdin Moore Helen Sessinghaus Williams	206	85	3,363.50	41.3
1942	Gertrude Schaffer Heimer Judith Hyde Swain	232	89	3,789.50	38.4
1943	Patricia Condon Fenichell Gretchen Relyea Hannan	206	79	2,026.00	38.3
1944	Diana Hansen Lesser	229	87	3,069.00	38.0
1945	Jane van Haelewyn Watton Patricia Cady Remmer	259	91	4,029.00	35.1
1946	Jane F. Weidlund Cecile Parker Carver	266	79	9,377.00	29.7
1947	Ruth Maier Baer Carol Johns Rowell	319	90	2,530.00	28.2
1948	Roberta Tunick Kass Nora Ravsky Schwartz	342	89	3,581.25	26.0
1949	Marilyn Karmason Spritz Bertha Greenbaum Schachter	312	100	2,372.50	32.1
1950	June Stein Stempler Betty Kruger Finger	311	135	8,804.00	43.4
1951	Anita Kearney D'Angelo	286	91	8,437.00	31.8
1952	Miriam Schapiro Grosop	324	92	2,395.15	28.4
1953	Barbara Glaser Sahlman Elise Alberts Pustilnik	297	114	2,763.15	38.4
1954	Louise Spitz Lehman Muriel Hickman Walter	315	109	2,715.63	34.6
1955	Marcella Jung Rosen Jane Were-Bey Gardner	287	95	2,658.00	33.1
1956	Antoinette Crowley Coffee	356	95	1,791.00	26.7
1957	Janet Gottlieb Davis Elizabeth N. Norton Carol Podell Vinson	360	147	3,284.56	40.8
1958	Benita Cooper Marks	373	109	2,443.00	29.2
1959	Susan Tarshis Baumgarten	377	133	8,572.68	35.3
1960	Carla Leon Thomas Diane Shapiro Bowstead	342	121	2,137.50	35.4
1961	Ruth Schwartz Cowan	326	116	5,734.00	35.6
1962	Penelope White Kilburn Angela Carracino Di Domenico	356	131	5,148.63	36.8
1963	Miriam Stern Gafni	389	87	1,587.07	22.4
1964	Janet Kirschenbaum Horowitz Donna Rudnick Lebovitz	404	118	1,840.00	29.2
1965	Martha Bien Hunsucker	354	98	2,334.00	27.7
1966	Marcia Weinstein Stern Diane Leighton Ackerman	365	73	2,564.00	20.0
1967	Deanne Shapiro Diesenhaus	379	91	1,224.48	24.0
1968	Jill Adler Lynne Flatow Birnholz	439	90	1,321.00	20.5
1969	Linda Krakower Greene	494	108	1,254.72	21.9
1970	Camille Kiely Joan Woodford	437	79	744.17	18.1
1971	Naomi Levin Julia Hong Sabella	414	112	863.00	27.1
1972				62.25	
<b>TOTAL</b>		<b>14,949</b>	<b>5,376</b>	<b>\$328,392.47</b>	<b>36.0</b>
Other Alumnae Gifts Included in the Annual Giving Total			17	\$ 31,441.15	
<b>GRAND TOTAL</b>			<b>5,393</b>	<b>\$359,833.62</b>	

## 14 Reunion Classes Give \$105,664 to College

Fourteen reunion classes accounted for \$105,664 or almost 30% of the funds raised for Annual Giving last year. The three reunion classes with the highest percentages of participation were 1917 (76.3%), 1922 (75.4%), and 1927 (54.3%).

## Thrift Shop Sales Net \$20,065 for College

Sales of thrift by the Barnard Scholarship Unit of Everybody's Thrift Shop netted the College \$20,065 in funds for financial aid during 1971-1972. The Shop, located at 330 E. 59th Street (Tel.: 212-EL 5-9263) is staffed by volunteers.

During the past year Barnard's volunteers were:

Nanette Hodgman Hayes '40 (Chairman), Helena Shine Dutton '18, Margaret King Eddy '16, Ruth Dreyfus Frank '27, Genia Carroll Graves '30, Florence Hutchinson, Alice M. McGuigan, Dorothy Putney '25, Hester M. Rusk '12, Jurate Jasenas Scotten '63, Olga Stasiuk Styles '40 (Co-Chairman), Else Zorn Taylor '31, Margaret Kelley Walsh '13, Adelaide Whitehill '30, Louise Bartling Wiedhopf '13, Fern Yates '25 (Co-Chairman).

Alumnae and friends who wish to serve one afternoon a week at the Shop are asked to call 212-UN 4-5265. Items most needed for sale at the Thrift Shop are bric-a-brac, linen, china, furniture, costume jewelry, and clothing. Residents below 96th Street in Manhattan may arrange to have donations picked up.

## 16 College Clubs Contribute \$11,377

Sixteen Barnard College Clubs contributed a total of \$11,377 to the College in 1971-72 as a result of club benefits and other fund-raising projects. The clubs and their contributions are:

Denver	\$ 75
Detroit	500
East Bay	169
Fairfield County	360
Hartford County	350
Houston	2,125
Indianapolis	50
Long Island	50
Los Angeles	100
Mid-Hudson County	222
Monmouth County	200
New York	4,025
North Central New Jersey	200
Washington	1,350
Westchester	1,500
Wilmington	100

(Note: Boldface shows increase over previous year's totals.)



## *Jane Gould Appointed Head of Women's Center*

Jane S. Gould '40 has been named director of the Women's Center for 1972-73, succeeding Professor Catharine R. Stimpson who served as acting director of the Center during its initial year. Ms. Gould is also director of the Office of Placement and Career Planning. She has been deeply involved in the development of the Women's Center and was a member of the Executive Committee during 1971-1972.

Ms. Gould invites alumnae to visit the Women's Center's new, more spacious quarters in Room 100 Barnard Hall which houses a collection of resource materials for and about women.

The Center has just published the first issue of an annual series called *Women's Work and Women's Studies* a bibliography of scholarly research on women. The volume contains information not only on work published during 1971 but also catalogs work in progress during that year.

The Women's Center is also preparing for a conference, entitled "Women Learn from Women," to be held at Barnard in February. The conference is co-sponsored by a number of women's groups from colleges and universities in the metropolitan area.

## *Fellowships for Women*

The Danforth Foundation is accepting applications for its Graduate Fellowships for Women. The objective of the program is to find and develop college and secondary school teachers among that group of American women whose preparation for teaching has been postponed or interrupted. In general, the Fellowships are intended for women who no longer qualify for more conventional fellowship programs or whose candidacy in such programs might be given low priority. For detailed information write: Director, Graduate Fellowships for Women, Danforth Foundation, 222 South Central Avenue, St. Louis, Mo. 63105. The deadline for applying is January 12, 1973.

## SAVE THE DATE

AAUW Forum

**"The Future: Threat or Promise?"**

Waldorf-Astoria Hotel

New York

February 24, 1973

## *Job Exchange*

The Job Exchange is a new service to Barnard alumnae and students. Listings of approximately 50 words or less are provided at no charge. We hope that potential employers will examine listings in this issue with care and will submit "Positions Available" listings for future issues. Write "Job Exchange," Barnard College Placement Office, 606 West 120th Street, New York, N.Y. 10027. Or phone Ms. Lynn Stephens at 212-280-2034. The deadline for the next issue is November 30.

'72 ALUMNA SEEKS JOB IN SAN FRANCISCO. Would like job related to journalism or banking beginning in November. On leave of absence from Barnard worked 3 years as administrative assistant in Portfolio Management Division of Chase Manhattan Bank. For references and resumé contact Linda Abdo, 779 Schaefer Avenue, Oradell, N.J. 07649, 201-262-5379.

PH.D. IN ENGLISH LITERATURE. '59 graduate seeks teaching position anywhere in U.S. Eight years college teaching experience. Publications include *Satiric Catharsis in Shakespeare, A Theory of Dramatic Structure*. Also interested in responsible administrative position in higher education or public relations. Contact Ms. Alice Lotvin Birney, 711 Glenview Lane, La Jolla, Ca. 92037.

TUTOR OF READING AND MATH IN NEW YORK CITY. Heloise Rathbone Smith '65 will tutor remedial reading and math. Seven years experience as teacher and tutor, much of it with children who had emo-

tional problems that interfered with learning. For references, resumé, contact at 320 Wadsworth Avenue, New York, N.Y. 10040, 212-795-6240.

FOREIGN LANGUAGE TUTORING: French, Spanish, Latin, English for non-natives. Ph.D. candidate in French, part-time high school teacher, many years tutoring experience. Lived abroad for a number of years. For details write Ms. Judith Lansky, 53 Washington Square South, New York, N.Y. 10012.

FREE LANCE WRITER, RESEARCHER AND ABSTRACTOR in medicine and public health. Edith H. Rafton '27 will search, evaluate and interpret medical and dental literature. Clients are lawyers, insurance companies, physicians, advertising agencies, and manufacturers of drugs and equipment. Member of the American Medical Writers Association. Contact at 33 Riverside Drive, New York, N.Y. 10023, 212-874-6743.

PSYCHOLOGY RESEARCH ASSISTANT. '62 graduate with young children seeks part-time position as research assistant. Experience administering interviews, questionnaires and subjective/objective tests. Has also organized case reports for data processing and organized systems for data analysis. M.A., developmental psychology, Teachers College. Contact Ms. Nancy Schmiderer, 65 West 90th Street, New York, N.Y. 10024, 212-799-2590.

SCIENCE MAJOR OFFERS TUTORING IN ALL sciences: biology, chemistry including organic, physics, calculus & other math levels. Call 212-EN2-2287 afternoons and evenings. Nancy Brewster '75, 1160 Ocean Avenue, Brooklyn, N.Y. 11230.



## Books

*In a Darkness*, by James A. Wechsler  
with Nancy F(raenkel) Wechsler '38 and  
Holly W. Karpf, W.W. Norton,  
\$5.95, 160 pp.

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by Aurelia Leffler Levi Loveman '37

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This is a heartbreaking book to read. One can neither bring oneself to put the book down, nor bear to read on; the resulting trapped feeling is appropriate to this memoir of the separate, long-drawn-out agonies of a trapped boy and his trapped family. The reader is shaken with pity and terror—pity for these desperate, decent people; and terror for himself. For no matter how fortunate the reader-as-parent may be, the fate that befell the Wechslers shadows our whole generation of parents and children. Who of us has not been brushed by it, however lightly and mercifully?

If this were all, it would be pointless and even morbid to read the book. But the very fact that we somehow feel, as we read this wrenching story, that there is something to be learned from it all, something that we *must* learn, rescues the reader. What this "something" might be is not so clear. The introductory chapter carries in it a variety of suggestions contributed by various sorrowing friends: for instance, that we should learn to be proud of the struggle that our desperately beleaguered children frequently put up; that accepting a harsh fate is not surrender, but a test of courage, that "mental illness" should be regarded without stigma or fear as something that can happen to any of us. Genuine and touching as these sentiments surely are, they seem somehow not quite what we feel we urgently need to know; and indeed, the authors themselves seem to think so too, for they go on to offer one of their own: "resist being intimidated by professional counsel and place some faith in . . . (your) own instincts."

The point cannot be sufficiently emphasized.

Seen in this way, the urgent "something" that we must get from this book has a universal applicability. It has to do with the relation of each of us, at any point in our lives, to irrational authority, however persuasively masked; with the deep-seated longing of each of us, no matter who we are, for a strong figure who will relieve us of the eternal need to make our own decisions and shoulder the inevitable burden of responsibility. In fact, as we read we are repeatedly stunned by the spectacle of these brilliant, vigorous and (as we know from their public lives) often iconoclastic people who inexplicably muffle, repudiate and suppress their own judgment in deference

to the opinions of "experts," opinions that were sometimes comprehensible if painful, but that were frequently idiotic, and sometimes brazenly, shockingly self-serving and egotistical. One example will serve for all: the boy, age 17, asks his parents to take him to psychotherapy. It develops he has a doctor all picked out, the therapist of his best friend. These experienced, worldly, shrewd parents detest this man right from the start, distrusting his manner, his reasoning, his approach. The doctor counters by roping them off as untouchables: they can pay the bills but they can ask no questions and receive no answers, and must deliver their son to the doctor's domination. Why? Never mind why; that's a matter for experts to decide and laymen to obey. The parents did know two other doctors whom they trusted and liked, and would have chosen for their boy; but again, "expert" professional counsel disqualified both these men on the ground that there had been some prior real-life personal contact.

Why didn't these parents suspect the validity of this particular piece of professional advice? Why couldn't they distinguish between dogmas and shibboleths of arcane professionalism, and the sound, comprehensible, rational opinion that conveys a sense of genuineness and respect, and does not arrogate righteousness as its exclusive preserve? And if these parents could not make the distinction, what hope is there for the rest of us that we can retain control of our own lives and not yield in passive deference to our own deeply-rooted, long-buried desire for irrational authority?

The issue is as old as the choice in the Garden of Eden, and as contemporary as dictatorships and political strong men. We can surrender our crucial decisions to be made for us by expert authority; but we then pay a lifelong price.

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*Dr. Levi is a clinical psychologist in practice in New York City.*



George S. Kaufman: An Intimate Portrait, by Howard Teichmann, Atheneum, \$10.00, 372 pp.

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by Muriel Hutchison Nicholson '35

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sixteen small books and the reader suddenly discovers, with pleasure, that he doesn't necessarily have to "start at the beginning and continue to the end, then stop." He can dip into any section, in any order, and have a fine time and it will be easy for him to find the favorite bits that want re-reading.

George Kaufman *was* Comedy in the American theatre for nearly 40 years and had two Pulitzer Prizes to prove it, not that proof was necessary. When a new Kaufman show was announced practically every actor in New York was on the phone to his agent or making a direct beeline to the Music Box or the Lyceum, depending upon whether the producer was Sam Harris or Max Gordon. This was not just because of the probability of the play being a hit, but because actors adored working with him. He was one of the great directors of all time and the most gentle and quiet. He never ranted or gave readings. He said, "My business is writing and directing, yours is acting and I expect you to know it. I'm not running a dramatic school." If he had a suggestion the player was drawn quietly aside and not embarrassed before the others. He wandered all over the auditorium, even to the top balcony.

Lines were never learned so quickly because the pace and tempo he insisted on could not be achieved while reading from a script. Here I have a small quibble with Mr. Teichmann or rather with Mr. Saint Subber whom he quotes. That gentleman describes the director "with his back to the audience clicking his fingers," for timing. The finger snapping is true enough, but George wouldn't have allowed his own grandmother into a rehearsal much less an audience. His trick was directing with his back to the *cast!* When an actor met with his approval he was "in the stock company" and the Boss kept him working as much as possible. He left his own trademark on all of us. Other actors and producers could spot it and say, "He worked with Kaufman."

The Algonquin Round Table was before my time but I subsequently got to know most of the members either here or on the Coast. It seems to me that most of the recorded witticisms were interchangeable, some not worth recording and I've always wondered if there was an anonymous stenotypist under the famous table.

I never knew Kaufman's wit to be anything other than spontaneous with the exception of "When I die, I want to be cremated and have my ashes thrown in Jed Harris's face." Mr. Teichmann reports that he repeated it about Ernie Martin. I heard him say it about Lee Shubert, and thought it was spontaneous. He was not overly fond of the Shubert Brothers. (I can't think of anyone who was.) On that night I rushed through the stage door of the Music Box two minutes late for "half hour", an unpardonable sin for an actor, and George was standing there looking at his watch. I gasped "Sorry, but I had to get by a police block. A man was just shot to death on 45th Street!" "Oh," he said quietly, "Lee or Jake"?

I found the Correspondent section fascinating, except for one thing. If you are not acquainted with the characters to whom Kaufman is referring you must wait until the end of the amusing letter to meet them. I suggest you read the footnotes first, though surely most people know that the Europe was a ship. And I wanted some of the wonderful telegrams he dispatched so liberally.

I had unwisely left the New York company of "Doughgirls" (mysteriously omitted from the list of directorial credits). When my Shubert venture folded Mr. K. suggested I "join the coast company for a few weeks and we'll bring you back in the fall." The few weeks were fine but then came the one-night stands. Every time I would send a pitiful message I'd get a raise in salary. Finally I sent a wire, "It is November. What am I in Wichita for?" The return telegram was, "One helluva lot of money. Love, George."

I shan't comment on the various romantic interludes because George was the most discreet of men. With that one famous exception he was apparently fortunate enough to find ladies equally endowed with that quality.

Altogether Mr. Teichmann has by a series of collages put together a fine intimate portrait of a kind, gentle, witty, talented and pretty fabulous person. Read it even if you're not a theatre buff. The book would make an excellent traveling companion if you don't mind disturbing your seat mates with your chuckles. I almost advised having it on your bedside table, but you'd never get to sleep.

Since I worked happily for George S. Kaufman for five or six years I haven't the objective viewpoint of the general reader.

At first the format bothered me. Mr. Teichmann's portrait is divided into sixteen categories, the Director, the Playwright, the Correspondent, etc. I was disturbed to find a character who had died in one chapter very much alive in a subsequent one.

Then I realized that, instead of the conventional, frequently dull chronological biography, this was the only way the book could have been written. There were at least sixteen George Kaufmans and I doubt that anybody ever knew them all, with the possible exception of his first wife, Bea. This volume is in a way

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Mrs. Nicholson is a television and stage actress.



## Books

Creating a Preschool Center: Parent Development in an Integrated Neighborhood Project, by Aline B. Auerbach '19 and Sandra Roche, John Wiley & Sons, \$6.95, 130 pp.

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by Suzanne Selby Grenager '64

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The idea of purposefully bringing together preschool children from a wide variety of economic and ethnic backgrounds was a pretty unusual one in 1960, four years before Head Start acknowledged the need for widespread preschool education of any variety. But the idea of drawing parents into the classroom to work with teachers and giving those same parents virtually full control

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Mrs. Grenager is the author of an education column that appears in the Philadelphia INQUIRER.

over their children's education—plus substantial self-development help—was downright radical. The Bloomingdale Family Program, which is what Aline B. Auerbach's and Sandra Roche's book is about, did all that and more. Apparently it still does it, and the Bloomingdale concept of parental involvement is about as radical today as it was twelve years ago.

The Bloomingdale Family Program was clear about its goals from day one. Founder Juliet Brudney, then director of the Bloomingdale Conservation Project, was determined to bring together white, black, Puerto Rican and other minority group families from the Upper West Side Bloomingdale area, rich, not so rich and poor alike. She wanted the people who lived in Bloomingdale to start feeling and acting like neighbors. It was a tall order for such a heterogeneous community.

But her plan got off the ground in the summer of 1960 with a diverse activity program for entire families in a Riverside Park playground. It quickly grew to encompass a range of fully integrated programs for preschoolers and, at least as significantly, for the parents who brought them to class.

In order to complain about a teacher or lack of equipment in their child's school, most parents must approach an anonymous administration or, as a last resort, face an often unsympathetic Board of Education. At Bloomingdale, the parents *are* that Board of Education—and they form the administration that carries out its policies as well. In fact, no staff member may sit on the Bloomingdale Steering Committee, which is "responsible for formulating policy for and guiding the direction of the Family Program and its subsidiary programs." Parents also control the Executive Committee, which oversees the day-to-day operation, including such matters as hiring and firing of staff and provision of adequate materials.

In addition, every Bloomingdale parent—read "mother"—is expected to serve in the classroom at least two days a month. And she's not just window-dressing. She's there to assure, with the teacher, that every child in the room gets a meaningful day's worth of learning activities.

More unusual still is the Bloomingdale requirement that parents who are

not actually needed in the classroom go to the Family Room, the nexus of parental activity, to stay for as long as their children are in class. That may sound a little forced at first. But parents are warned about it before they join the program. And the book mentions a Health Department ruling, never clearly explained, which holds parents, not teachers, at Bloomingdale responsible for the safety of their children in class.

One of the book's main thrusts is that a lot of the parents seem to have taken advantage of that free Family Room time to get themselves together. Over the years, mothers have used those hours to learn from each other; to improve their sewing and cooking skills, to express themselves through drama and dance, to teach each other Spanish and English. They've planned activities to raise funds for the program; they've arranged family outings; they've talked about child development, health care, welfare rights and other community concerns—often informally and sometimes in more formal discussions guided by an outside authority whom they've brought in.

According to the book, the self-development training many parents got through working in the Family Program prepared them for paid and volunteer jobs outside Bloomingdale, working with children or on other community projects. No hard data is in, but it seems that the Bloomingdale Family Program has done even more than it initially bargained for; it seems that it brought hundreds of Bloomingdale families together and then helped them thrive. Considering the many, largely unsuccessful attempts by more recently established preschool programs to involve parents, that is no small achievement!

Unlike the program, however, the book that describes it never decides just whom it was designed to serve or what it wants to be. The book jacket announces a documentary. And the book does, indeed, document in tedious and often muddled detail how the program began and who paid for it (a section too long, too deadly and too disorganized to start any book), generally how the program worked, who took part and what some of the problems and successes were. But while the bare bones provided suggest that the program itself must have been dynamic, the book never comes alive and, in fact, makes dreary reading even



someone excited by the subject. The authors were very much a part of Bloomingdale, Aline B. Auerbach as Director of the Parent Education and Development Program from 1966 to 1968 and Sandra Roche as Administrator from 1965 to 1968. But Auerbach and Ms. Roche are rarely in the book and consequently we feel we are there either. The descriptions of parents in the classroom, at meetings with teachers and talking among themselves are vague, generalized, even atypical—they seldom include names, for instance—therefore are rarely enlightening, only once or twice illuminating. How much more alive the program would have been for us if we had been in the door with the writers and the people they knew, real people with names and faces and concrete instruments in the Bloomingdale experience. Auerbach and Ms. Roche are not writing; perhaps they hope to instruct. Perhaps they are writing for those who may want to set up a similar program or integrate what worked at Bloomingdale into whatever they're already doing. But on this count, the book is nearly no-go as well. The authors have chosen to "separate the facts of the Bloomingdale experience itself from what we consider to be its meaning for parents"—by of all artificial devices, including the sections that "suggest some implications for general use." There are such indentations in the book, and they often repeat an earlier one more or less the same words. No doubt the book will be of some use to those interested in involving parents in the educational process, at least by showing how thoroughly and successfully it can be done. But it is our guess that if the book had been more carefully received, less hastily organized (the lack of clarity indicates haste), and written with greater imagination and humor instead of as a dry exposition of facts—it could have suggested a lot of implications for general use without even trying. A book would have been of value to anyone interested in human development, which, after all, is just about everybody. It's unfortunate for the Bloomingdale Family Program in particular and for education in general that *Creating a School Center* is not that book.

Jean Racine: Mythos and Renewal in Modern Theater, by Bettina Liebowitz Knapp '47, University of Alabama Press, \$10.00

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by Rhoda Rutditzky Possen '69

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"A true theatrical work disturbs the senses in repose, liberates the repressed unconscious, foments a virtual revolt." (Antonin Artaud, cited by Bettina Knapp, "Introduction" to *Jean Racine*.)

When one thinks of classical theater in France, one typically calls to mind not only the doctrine of *vraisemblance*, as implemented by the rule of the three unities (time, place, action), but also the prevailing code of decorum or *bienséance*, according to which all physical violence was relegated backstage in an attempt to maintain the lofty dignity of the performance. And yet, it is neither paradoxical nor surprising that Dr. Bettina Liebowitz Knapp cites Antonin Artaud, proponent of the "théâtre de cruauté," in the introduction to her most recent critical work, *Jean Racine: Mythos and Renewal in Modern Theater*. That she frequently suggests, in the course of her book, the application of the dramatization techniques of the "théâtre de cruauté" to Racinian theater is, in fact, perfectly logical within her critical universe.

Author of *Louis Jouvett* (1956), *Louise Labé* (1964), *Cymbalum Mundi* (1965), *Aristide Bruant* (1968), *Jean Genet* (1969), *Antonin Artaud* (1969) and *Jean Cocteau* (1970), Dr. Knapp is eminently qualified in many areas of French literature, ranging from the Renaissance to the present, from lyric and dramatic poetry to oratorical, dramatic and novelistic prose. As Henri Peyre has pointed out in his preface to *Jean Racine*, Dr. Knapp returns to the seventeenth-century classical world after a sojourn in modern theater. Her intellectual leap from Genet and Artaud to Racine has occasioned a very fruitful cerebral synapse.

Dr. Knapp, undaunted by the apparent discrepancy between the ideals of *bienséance* and the methods of the "théâtre de cruauté," undaunted by the apparent anachronism involved in applying the latter to Racinian theater, delves beyond mere appearance. The idea of theater as a form of religious, communal experience is thought to be as old as the theater itself. To Dr. Knapp, so recently exposed to modern theater's effort to revitalize the ritualistic aspect of theater, all dramatic enterprise is a form of ritual, a means of awakening consciousness through an ordeal of some nature. It is her contention that Racine

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Mrs. Possen is a candidate for a doctorate in French literature at Yale.



ought to stir, jar, sear his audience through the force of his words. It is her contention that the power behind much of the Racinian vocabulary has been weakened over the centuries and that the original desired effect—the scalding, the branding, the visceral shock—can therefore no longer be attained by verbal means. It is actually our twentieth-century understanding of these words, then, which is anachronistic and discrepant. Rather than inappropriate, the use of the pictorial, the visual and the percussive is indeed compensatory. The force of the word may be revived by non-verbal methods.

For example, following the Artaudesque credo, Dr. Knapp suggests the creation of a murky atmosphere, complete with dank odors and even water droplets, during the performance of *Mithridate*, where water plays such an immensely symbolic role. In staging *Iphigenia*, suggests Dr. Knapp, the stage area could be altered so that there be no separation between the orchestra and stage. The spectator would then find himself in the midst of the action, participating in it, “assaulted” by it. Lighting and sound effects, vocal techniques, flashbacks (on a screen on the stage), all would contribute to immersing the viewer into the collectivity of the action, submitting him to the very ritual ordeal being undergone by the “formal” characters. Far from a catharsis, which Dr. Knapp defines as a rather superficial empathy with the stage action, the spectator is to experience participation in a generalized, yet personal, ritual of death and rebirth. He is submerged into the realm of the collective unconscious, that deep, murky, undifferentiated, non-individualized world, where he casts off his former consciousness to don a new one. Andromaque’s visit to Hector’s tomb is seen as one such withdrawal from the rational world to seek a new outlook. (Incidentally, Dr. Knapp draws an interesting parallel here with the parable of Jonah and the whale.)

It is not very difficult to see that Dr. Knapp’s recourse to Jungian theories, e.g. archetypes (*vagina dentata*, etc.), and to studies in comparative religion—as she analyzes play after play—ties in beautifully with the ritual premise. Plots are seen to portray struggles between archetypal antagonistic forces, such as the matriarchal, materialistic and sensual versus the patriarchal, spiritual, and intellectual

(e.g. Baal versus Yahweh worship in *Athalie*). Although such polarities may offend the modern it must be noted that these dichotomies are consonant with seventeenth-century thought (alas!) and that, furthermore, according to Dr. Knapp, Racine’s most integrated characters combine these “masculine” and “feminine” qualities in a state of equilibrium. Esther, for one, represents a union of these attributes, as shown in the very etymology of her name, deriving from both the Babylonian *Ishtar* (“star”-instrument of enlightenment-male principle) and the Hebrew *Hadassah* (“myrtle,” which is associated with Venus). Dr. Knapp leads us through the tragedies, from the very first plays (*Thébaïde*, *Alexandre*) where disequilibrium is the key character trait, to the latter works (*Esther*, *Athalie*), works written after Racine’s reconciliation with the Jansenist Port-Royal, works which deal with disequilibrium which is remedied in the course of the play.

In fact, the organization of *Jean Racine*, down to the very titles of the chronological segments (I. Storm II. A Terrible Beauty III. Beyond the Classic IV. A Conscience at Rest) and the accompanying epigraphs (from Beckett, Genet, and Claudel, with none for part IV), reflects and attests to Dr. Knapp’s sensitivity to the ritual (death-rebirth) element in Racine’s personal and literary biography. While it is true that other critics have noted a relationship between the two biographies, Dr. Knapp writes neither in the rigid, clinical manner of the psychologist (like that of Mauron) nor in the rather forced, structured, categoric fashion of the sociologist (Goldmann). Refreshingly (for the student of Racine criticism), she seeks to jar us into a new appreciation of Racine, rather than to impress, to outdo and to denigrate other critics. To be sure, in a very scholarly fashion, she draws on the works of Barthes, Goldmann, Picard, Jasinski, to name but a few. But her aim is not polemical. She impresses by the very excitement she radiates, by her masterful orchestration of the ritual premise, which she traces through the biography of Racine, in the relationship of his plays to his psychic development vis-a-vis Port-Royal and key figures in his life, in the audience response she seeks to induce.

At the same time, Dr. Knapp discusses each play, analyzing details of first per-

formances, of characters (using the concepts of “doubles” and “shadows”), structure and imagery. Her reading of Racine is sensitive and scholarly, peppered with delightful excursions into the history of Port-Royal, the biography of Racine, his family, his friends, his enemies, as well as gossip of such notables as the actress La Du Parc and her *amorati*, of whom Racine was one. It is my feeling that Dr. Knapp has succeeded in convincing us of Racine’s appeal for us, of his relevance and vitality long in advance of this moralistic postscript. Her excitement throughout the book has already inspired or revived in us an appreciation for the “religious” self-renewing experience that is Racine theater.

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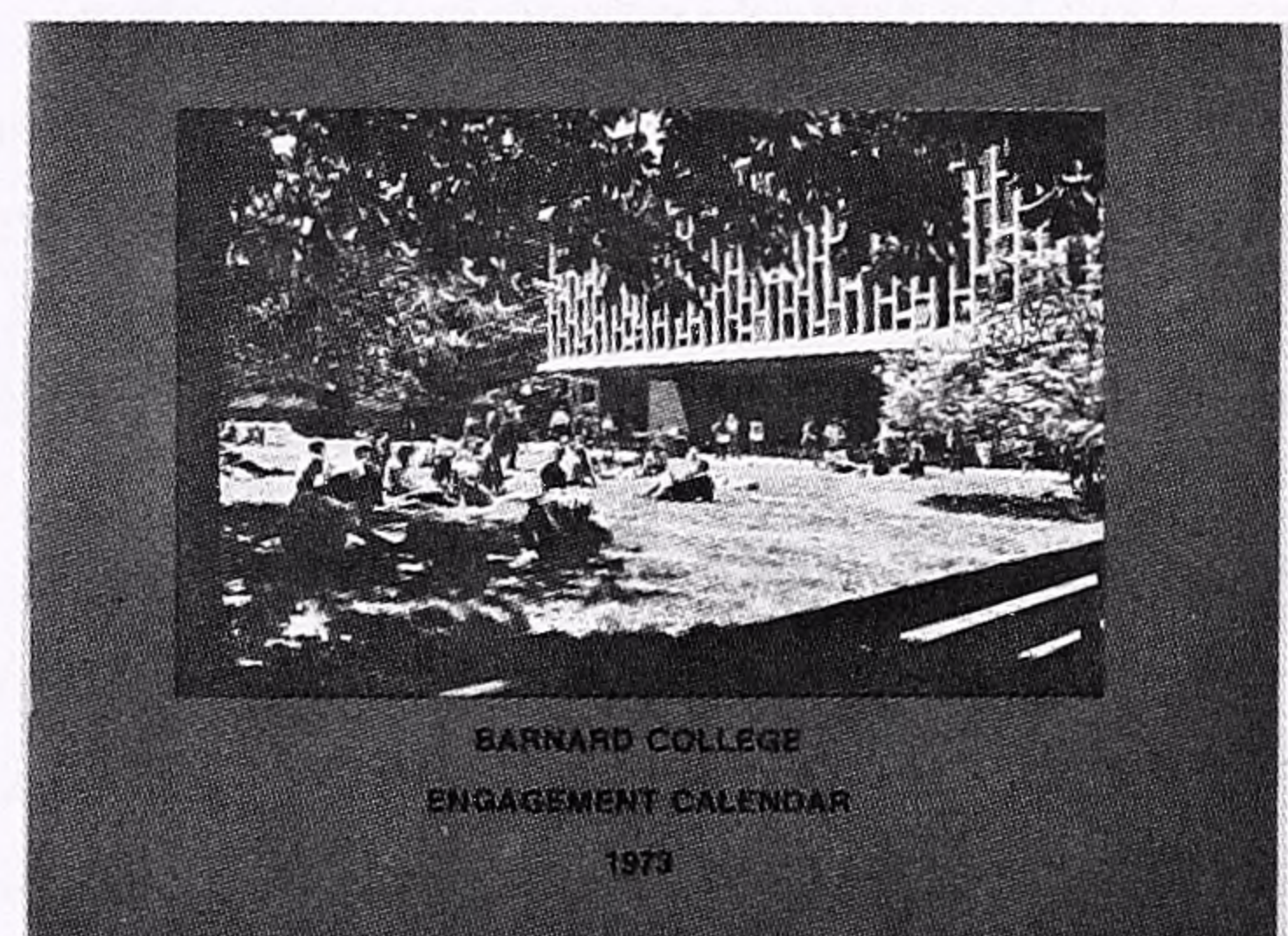
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# 1973

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## Letters

### *Can Class Notes Be Meaningful?*

To the Editor: I wonder how many other alums will be moved to write to their class editor—and to write in somewhat different spirit or manner than in the past—by all the current commentary on the nature of the class news.

I've not been one who has felt so critical of too much news of children and of husband's activities, but over the years have been impressed by the varied interests and activities of the classes '40 to '45 (the ones I usually read). But I do know my own efforts have been few and far between and that they have been of the bare-facts report variety. So here goes for a different type of report.

At the end of a quarter-century out of Barnard, I had broadened and deepened my interests considerably but had really had only two professional commitments—over four years as a Wave officer and the rest of the time in education-related work. I had married, raised two children, ran a house and all that was involved in living on four acres, engaged in some civic activities (fewer than I would have preferred), got an advanced degree (M.A.) in history, but—except for one brief hiatus during an illness—did not interrupt my career. As do and have so many other women in similar circumstances, I often agonized over whether I was doing the right thing for my children's sake but now that they are 16 and 19, both independent, responsible young people, both respectful of a job well done, and both regarding me as a person in her own right—with interests and activities similar to and different from their own—I believe we all did pretty well with the combination of growing children and a working mother. My son is at Harvard, having been admitted with advanced standing as a sophomore directly from secondary school. My daughter is working hard to earn money to go to Germany with the Experiment in International Living next summer.

But while these two moved fairly directly to their own "identities"—one committed to space, science fiction, academic science, music, and theatre; the other to comparative and multiple modern language study, to music, and the

visual arts—their mother found herself restless and in need of reassessment and redirection. Every shred of modesty aside, I had become a highly respected teacher, active in efforts toward new directions in education and, at the time of my twenty-fifth at Barnard, was Dean of Students in a New England two-year college. On November First, 1968 I resigned and began what was to be a three-year reassessment and establishment of new directions for myself. I read; I studied; I wrote (none published); I thought. Often more than I like to remember or that I now think necessary, I despaired. Somewhere along the way I took a three-day battery of aptitude tests which particular ones I would recommend to anyone enthusiastically; they taught me an enormous amount about myself. I work-tested in many directions, trying to determine the right ones for myself, reached out and got in touch with entirely new groups, and gradually by trial and error found ways to combine unused interests and abilities with long-accumulated experience. I am now involved in four volunteer programs and am a free-lancer in research and education. This fall my freelance work will have me doing all of the following: university teaching of a non-credit course in continuing education; graduate-level credit teaching for teacher training; continued work with a problem-solving consultant firm, Development Alternatives, Inc. (young, lively, and formidably bright) for whom I am presently engaged on an in-depth study for the Department of the Army of its female civilian work force, to make recommendations to increase the holding of middle and upper level jobs by women; and am representative to the Federal Women's Program Coordinator for a branch of the College of General Studies (Continuing Education for Women) of George Washington University. It is all varied, infinitely stimulating, and so very vital in feeling. Along the way I have both confirmed my doubts and enlarged my knowledge about serious deficiencies in our educational philosophy, educational and vocational counseling, incredible attitudes about age (as one man said to me: "The companies employing scientists and technicians want advanced degrees, at least 15 years experience, mature judgement, and they want all these in men under 25!"), and the even more incredible Victorian attitudes still ex-

isting in the business and professional world with regard to the professional woman. I am not and could not be a Women's Libber in the Gloria Steinem sense but am now seriously committed to helping to promote changes which will allow the serious working woman to establish credit, get a mortgage, have equal consideration under the law and in promotion-selections.

One place where we alums can promote this is with our own college. A reputable college today should assist its students to a thorough and realistic self assessment, to more precise knowledge of the economic world into which they will be launched, and should teach about male and female "hang-ups." Since in my day it was thought appropriate for Barnard to require Freshman Hygiene as a part of its purpose of developing the concept of a healthy mind in a healthy body, it seems equally appropriate that in the light of today's knowledge and changing situations that, to the same end, there should be taught the realities—of oneself, of the difficulties the world of work is struggling with, and something of an approach of how to deal with these.

I for one hail Catharine Stimpson's Women's Center and hope it will spare some particularized curriculum examination and changes. Barnard has responded with imagination and drive to changing academic needs; they should be in the forefront of this one.  
Barbara Singley Hitchcock '43  
Potomac, Md.

To the Editor: Regarding Dr. Batt's letter about the Class News section, I am glad that she grew "unbelievably in depth and awareness". I hope she will continue to grow until she will see people (female and male) as individuals and permit them to share with her their enthusiasm for whatever has meaning to them, *even* wifehood, motherhood, non-paying work and travels.

I agree that the values taught by our sexist culture can prevent women from choosing lives that are meaningful and fulfilling. However, it saddens me that many feminists seem to be trying to set up a new culture, with an equally rigid set of values, by treating those women who do not want a career (a new sacrifice) as inferior human beings whose activities, interests and opinions are not



ry of the attention of their liberated  
te.  
arah Razdow Simon '58  
New York City

te Editor: To put it colloquially,  
Dr. Batt (summer 1972 letters) bark-  
g to the wrong tree?

Class notes hardly call for profundity  
experience. That is not the intention.  
nally they are expected to be an ex-  
sion of sociability. Interest in them,  
s evidence of sociability. This has  
pace in a healthy society even in  
72—an antidote to tension.

Own class was so thoroughly social  
ive were always interested in each  
es activities including the minor  
I still turn first to our class notes.  
Far as I have heard, woman's physi-  
structure has not yet been radically  
ed. In the scheme of the universe this  
pes certain functions for the creature  
constructed. The women who bear  
len and rejoice may be not so be-  
led as Dr. Batt suggests.

ide Richardson '09  
New York City

te Editor: It is 2 a.m. and I am still  
gry that I cannot put this letter off  
longer. Today I received *Barnard  
umnae*, summer 1972, which raised  
important issue of class notes, and I  
admit that the notes need revision.  
ever, though I was moved both in-  
tually and emotionally by the letter  
the lady from Thailand, and al-  
gh I appreciate efforts made by our  
sher's answer to complaints about  
otes, I feel that both these letters,  
ver eloquent, missed the most es-  
al point: human love and tolerance.  
cannot choose another's priorities.  
can't we just accept whatever we do  
be proud of it, even if it doesn't win  
h.D.? I am appalled that husbands  
children are now listed at the bottom.  
s hope that we all have sense enough  
ow what is important to us, and to  
it in to the correspondent with the  
of getting "equal placement" as well  
qual time". It is up to the writer,  
ne class correspondent nor the editor  
rnard Alumnae to judge what is of  
ost importance to divulge to class-  
s. Let those who *want* to be mothers  
be accepted as women, and let *mar-*  
people enjoy the pursuit of careers  
out being immediately pegged as

"traditional and old fashioned". Don't  
let this magazine become propaganda for  
a certain type—we learned most from  
Barnard by "touching" other types, and  
so now we are each, hopefully, indi-  
viduals. That's what "being liberal" is  
all about.

Monique Raphael High '69  
Chicago, Ill.

### *Is Staying Home a Career?*

To the Editor: I am reading the sum-  
mer issue of the alumnae magazine with  
very mixed feelings. It is the first issue in  
a long time that makes me feel complete-  
ly apart from Barnard, and makes me feel  
defensive and almost ashamed of the  
path I have chosen. My husband and I  
left New York City after he finished law  
school (we are both native New Yorkers)  
seeking a less harried life in a small  
Vermont "city" where we could perhaps  
be more the masters of our lives. I wanted  
no part of formal education after finish-  
ing at Barnard—further degrees would  
not help me define myself and I had no  
"career goals" that demanded anything  
more than a B.A. At present I am a wife  
and mother of two vivacious, loving and  
demanding children—not a very glorious  
tag in the terms of your magazine, or un-  
fortunately, in the eyes of the world.

I cringe every time someone discovers  
I have a degree, as the inevitable comment  
is "With your degree why are you staying  
home with two children—you should be  
working?" Who should be educating and  
bringing up the next generation while  
the educated mothers pursue their careers  
in law, medicine, or whatever?

I pity the poor woman who is so empty  
that she finds staying home with small  
children boring. I suspect that she is the  
boring one, not the child. The excitement  
in a one-year-old's world is infectious as  
he discovers how a wheel turns or a ball  
rolls. The world takes on a new dimen-  
sion when described to you by a four-year-  
old.

Granted you need a release from the  
demands of children and time to feel  
that you are a person in your own right,  
but is the solution to be found in a  
career at the expense of the raising of  
children? I certainly have no quarrel  
with the women who choose careers in-  
stead of children—I question only those  
who are entrusting their children to some-  
one else to raise while they pursue a  
more noble career.

I would like to see more talk of part-  
time "careers" that would carry the  
continuity of the pre-mother person  
through the hard years of bringing up  
children and into the freer years that fol-  
low. A part-time career would serve to  
give a mother the opportunity to grow  
through outside stimulation and thereby  
relieve the frustrations and tensions of  
being at home continually. It would also  
add "fresh blood" to the organization  
for which she worked.

There certainly is a lot good to be said  
about the questioning of traditional  
roles and the search for woman's rights.  
I only fear that a lot of women are being  
bullied into thinking that the next  
generation can take care of itself—it can,  
but only if it has been taken care of when  
it was growing up.

Ann Selgin Levy '65  
St. Albans, Vt.

### *Mrs. Highsmith's Reply To Racism Charge*

To the Editor: Re the *Racism?* in your  
last issue: My letter to Mrs. Tager was  
one of sympathy for her in a very special  
predicament, which she so well set forth  
in her article in *Barnard Alumnae*: she  
reluctantly put her two small children  
into an all-white school. My letter was  
not a journalistic reply, hence my digres-  
sion to what might be called the merit  
system under which she and I went to  
our always-integrated schools. Race  
played no part at all. Those were the  
days of equal rights scholastically. Mrs.  
Tager asked my permission to send my  
letter to *Barnard Alumnae*, and this per-  
mission I gave.

The racial minorities now have better-  
than-equal rights (or chances, or second  
chances) in education, job-getting, and  
even housing—integrated housing at  
low-income rentals, but if the whites  
move out in four months, these same  
brand new apartment buildings, with  
the same policing and garbage disposal  
service as anywhere else, are suddenly  
labeled ghettos, and we are treated to  
the familiar "pity-poor-us-in-the-ghet-  
tos" syndrome. Who are they kidding?  
At least the minorities haven't lost their  
sense of humor, and neither have all the  
whites. Tom Wolfe's *Mau Mauing the  
Flak-Catcher* is terribly funny, besides  
being an eye-opener.



My opinions are not formed by sitting over here in Cloud Cuckooland in France. I spent two months in New York in 1970, and among my friends are a Manhattan high school teacher and a professor of sociology at Manhattan Center who is now working in job placements. The first-hand information they have to offer will never be printed. The letter-writer to *Barnard Alumnae* who said perhaps my letter should not have been printed need not worry too much. Censorship is already in effect.

I see no reason why Mrs. Tager should be lumped with me as a racist. She simply wanted, and wants, to educate her children to the best of their potentialities to be educated.

Patricia Highsmith '42  
Moncourt, France

### A Correction

To the Editor: In the note accompanying my review of *Selected Poems of Gabriela Mistral*, edited by Doris Dana, the name of the Spanish poet Leon Felipe—one of the voices of the Spanish Civil War and of the exile that followed in its wake—and the subject of my doctoral dissertation, was gallicized as Philippe. Another correction, please: I did not translate the anthology *Doors and Mirrors: Fiction and Poetry from Spanish America 1920-1970* (edited by H. Carpentier and J. Brof, Grossman 1972), which I take this opportunity to highly recommend. Rather, I was a consultant, co-translator of the Introduction, and translator of poems by Huidobro and Cintio Vitier appearing in the volume. Electa Arenal (de Rodriguez) '59  
New York City

## In Memoriam Helene Harvitt '07

Though born in Portland, Oregon in 1884, Helene Harvitt came to New York as a young child when her parents moved to Brooklyn. She attended elementary school and Girls High School in Brooklyn, then was admitted to Barnard College in September 1903 where she majored in French. In June 1907, along with 76 classmates, she received the degree of Bachelor of Arts and registered for advanced work in the graduate department of Romance Languages at Columbia. Her absorption in French grew deeper; within three years she had met all requirements for the Ph.D., including writing the dissertation.

For her induction into the joys and rigors of teaching after a year as Instructor of French in the College for Women (now Flora Mather College), at Western Reserve University she returned to New York as Instructor at Teachers College. Except for a brief interval she remained on the staff of Columbia's progressive teacher preparatory division until 1922.

With the outbreak of the First World War in 1914 European travel was severely curtailed. However, Helene Harvitt's regular visits to France had already begun so that the pattern of her way of life assumed definite lines. Summer vacations and leaves of absence would invariably be spent abroad. As soon as the spring term ended, like a homing pigeon she would head straight for Paris where a warm welcome awaited her.

She had a wealth of friends, particularly in university circles. The earliest ties were formed as a result of her American Friends Service Fellowship. This meant that she was expected to shed light on our cultural horizons for the benefit of her French auditors at the Sorbonne. She carried out her mission under the memorable title: *Lectrice d'Americain*.

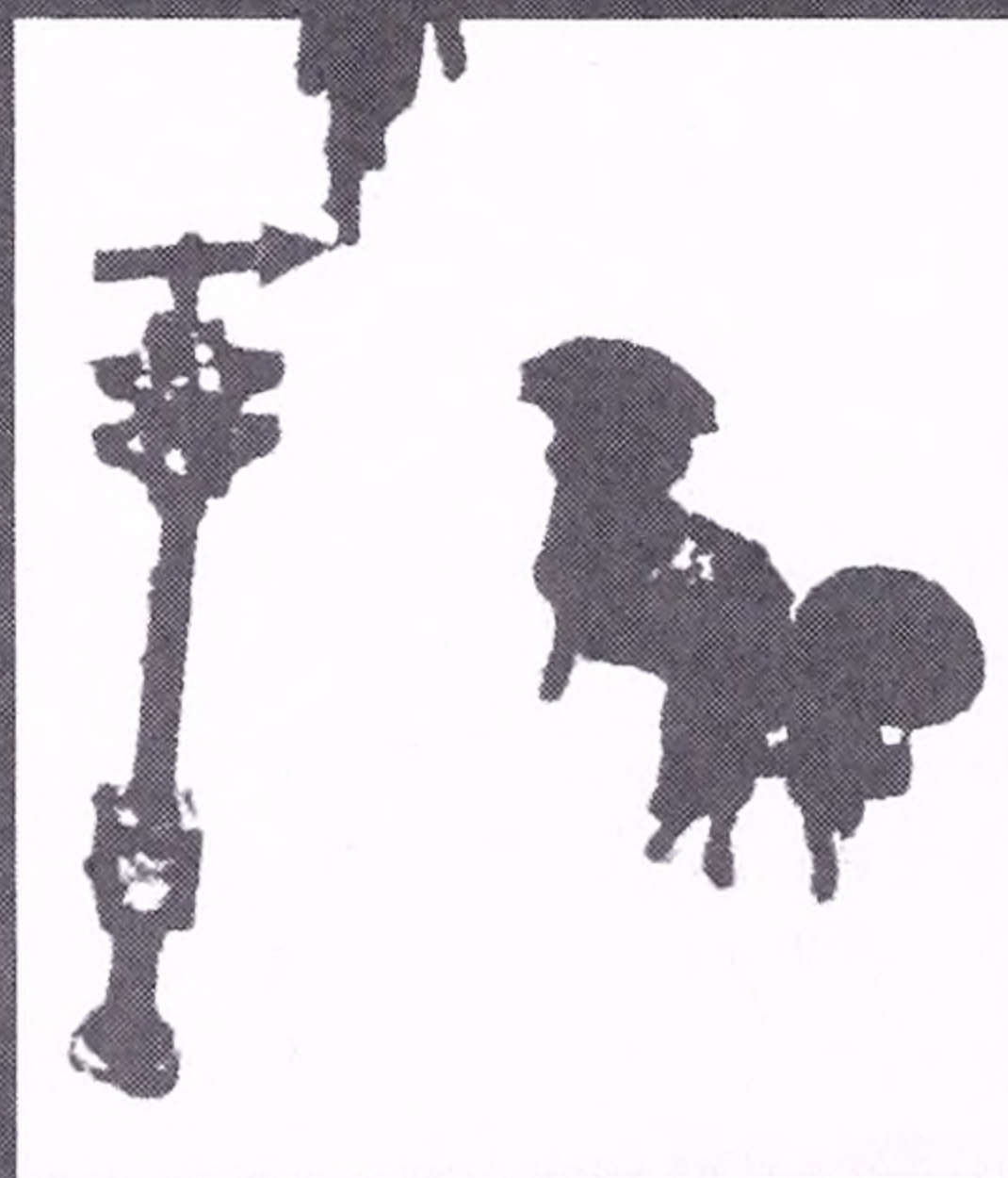
On this side of the Atlantic she was acquainted with several enthusiastic and outspoken advocates of foreign languages. These far-seeing educators felt the need to organize for the purpose of "serving the interests of the teachers of French." In January, 1927 they founded the American Association of Teachers of French. As one of this group, and a charter member, Helene Harvitt now dedicated herself wholly to helping to lay the foundations of our profession.

Her talents as a writer and critic were soon appreciated for, after an introductory period on the editorial staff of the new-born *French Review*, she was chosen to be Editor-in-Chief (1930).

The excitement of publishing the *French Review* was not the only challenge for Helene Harvitt at that moment. The borough of Brooklyn was about to have its own unit of the City University. When Brooklyn College was ready to open its doors and start classes in makeshift quarters the name of Dr. Harvitt, Assistant Professor of French, was listed in the Romance Language Department.

But to tell the full story of Helene Harvitt's career would be to review the history of modern language teaching in the United States. *Renee Fult*

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Eaton Yale & Towne, Inc.  
Ebasco Services, Inc.  
Egan Machinery Co.  
Emery Industries, Inc.  
Ensign-Bickford Co.  
Equitable Life Assurance  
Equitable Life Ins. Co. of Iowa  
Esso Education Foundation  
Ex-Cell-O Corp.

Federal-Mogul Corp.  
Federated Dept. Stores, Inc.  
Ferro Corp.  
Firemen's Mutual Ins. Co.  
Firestone Tire & Rubber Co.  
First & Merchants Nat'l Bank  
First Nat. Bank of Miami  
First Nat. Bank of Hawaii  
First National Bank of Oregon  
First Nat. City Bank of N.Y.  
The First New Haven National Bank  
First Penn. Banking and Trust Co.  
Fluor Corp.  
Ford Motor Co.  
Ford Motor Co. of Canada, Ltd.  
Forty-Eight Insulations, Inc.  
Foster Wheeler Corp.  
H. B. Fuller Co.

E & J Gallo Winery  
Gardner-Denver Co.  
Gates Rubber Co.  
General Atronics Corp.  
General Electric Co.  
General Foods Corp.  
General Foods Limited  
General Learning Corp.  
General Mills, Inc.

General Public Utilities Corp.  
General Telephone & Electronics Corp.  
General Tire & Rubber Co.  
M. A. Gesner of Illinois, Inc.  
Getty Oil Co.  
Gibbs & Hill, Inc.  
Gillette Co.  
Ginn & Co.  
Girard Trust Bank  
Goldman, Sachs & Co.  
B. F. Goodrich Co.  
W. T. Grant Co.  
Graphic Printing Co. Inc.  
Great Northern Paper Co.  
Griswold-Eshleman Co.  
Guardian Life Ins. Co. of America  
Gulf Oil Corp.  
Gulf States Utilities Co.  
Gurin, Barnes, Roche & Carlson, Inc.

Halliburton Co.  
Hamilton Watch Co.  
Hanes Corp.  
Harris-Intertype Corp.  
Harris Trust and Savings Bank  
Harsco Corp.  
Hartford Electric Light Co.  
Hartford Insurance Group  
Haveg Industries, Inc.  
Hawaiian Telephone Co.  
Hayes-Albion Corp.  
Hercules Incorporated  
Hershey Foods Corp.  
Hewlett-Packard Co.  
Hill Acme Co., Ohio  
Hoffman-La Roche, Inc.  
Honeywell, Inc.  
Hooker Chemical Corp.  
Hoover Company  
J. M. Huber Corp.  
Hughes Aircraft Co.  
Humble Oil & Refining Co.

Illinois Tool Works Inc.  
Ingersoll-Rand Co.  
Inmont Corp.  
Insurance Co. of North America  
Internatonal Bus. Machines Corp.  
International Flavors & Fragrances Inc.  
International Paper Co. Foundation  
International Salt Co.  
International Tel. & Tel. Corp.  
Interpace Corp.  
Irving Trust Co.  
Irwin Management Co. Inc.  
Itek Corp.

Jefferson Mills, Inc.  
Jefferson-Pilot Corp.  
Jefferson Standard Broadcasting Co.  
Jefferson Standard Life Ins. Co.  
Jewel Companies, Inc.  
John Hancock Mutual Life Insurance Co.  
Johnson & Higgins  
Johnson & Johnson  
S. C. Johnson & Son, Inc.  
Jones & Laughlin Steel Corp.

Kaiser Steel Corp.  
Kendall Co.  
Kerite Co.  
Kern County Land Co.  
Kersting, Brown & Co. Inc.  
Walter Kidde & Co.  
Walter Kidde Constructors  
Kidder, Peabody & Co., Inc.  
Kimberly-Clark Corp.  
Kingsbury Machine Tool Corp.  
Kiplinger Foundation, Inc.  
Richard C. Knight Ins. Agency, Inc.  
Knox Gelatine, Inc.  
Koehring Co.  
H. Kohnstamm Co., Inc.  
The Koppers Foundation

Lamson & Sessions Co.  
Lawyers Co-operative Publishing Co.  
Lehigh Portland Cement Co.  
Lever Brothers Co.  
Little, Brown & Co.  
Lorillard Corp.  
Loyal Protective Life Ins. Co.  
Lubrizol Corp.  
Ludlow Corp.  
Lummus Co.  
Lutheran Mutual Life Ins. Co.

MFB Mutual Ins. Co.  
M & T Chemicals Inc.  
MacLean-Fogg Lock Nut Co.  
Mallinckrodt Chemical Works  
P. R. Mallory & Co., Inc.  
Manufacturers Hanover Trust Co.  
Marathon Oil Co.  
Marine Corp.

Marine Midland Grace Trust Co. of N.Y.  
Martin Marietta Corp.  
Mass. Mutual Life Ins. Co.  
Matalene Surgical Instruments Co., Inc.  
Maytag Co.  
McCormick & Co., Inc.  
McGraw Edison Power Systems Div.  
McGraw-Hill, Inc.  
Medusa-Portland Cement Co.  
Mellon Nat. Bank & Trust Co.  
Merck & Co. Inc.  
Metropolitan Life Ins. Co.  
Mettler Instrument Corp.  
Middlesex Mutual Assurance Co.  
Midland-Ross Corp.  
Miehle-Goss-Dexter, Inc.  
Mobil Foundation Inc.  
Mohasco Industries, Inc.  
Monroe Auto Equipment Co.  
Moog, Inc.  
Morgan Construction Co.  
Morgan Guaranty Trust Co.  
Motorola Inc.  
Munsingwear, Inc.  
Mutual Boiler & Machinery Ins. Co.  
Mutual Life Insurance Co. of N.Y.  
Mutual of Omaha-United of Omaha

National Biscuit Co.  
National Cash Register Co.  
National Distillers & Chemical Corp.  
National Lead Co.  
National Steel Corp.  
Nationwide Ins. Cos.  
Natural Gas Pipeline Co. of America  
Nekoosa-Edwards Paper Company  
New England Gas & Electric Assoc.  
New England Merchants Nat. Bank of Boston  
New England Mutual Life Ins. Co.  
New York Times  
The New Yorker Magazine, Inc.  
1907 Foundation, Inc.  
North American Car Corp.  
Northeast Utilities Service Co.  
Northwestern Mutual Life Ins.  
Northwestern National Life Ins. Co.  
Norton Co., Mass.  
W. W. Norton & Co. Inc.  
John Nuveen & Co., Inc.

Oklahoma Gas & Electric Co.  
Old Stone Bank  
Olin Corp.  
Oneida Ltd.  
Owens-Corning Fiberglas Corp.  
Owens-Illinois, Inc.

PPG Industries, Inc.  
Parker-Hannifin Corp.  
Paul Revere Life Ins. Co.  
Peat, Marwick, Mitchell & Co.  
Pennwalt Corp.  
Pennsylvania Power & Light Co.  
Penton Publishing Co.  
Petro-Tex Chemicals Corp.  
Phelps Dodge Corp.  
Philip Morris, Inc.  
Phillips Petroleum Co.  
Pickands Mather & Co.  
Pillsbury Co.  
Pilot Life Ins. Co.  
Pitney-Bowes, Inc.  
Pittsburgh Nat. Corp.  
Plainfield Cytology Lab. Inc.  
Polaroid Corp.  
Preformed Line Products Co.  
Price Waterhouse & Co.  
Provident Life and Accident Ins. Co.  
Provident Mutual Life Ins. Co. of Philadelphia  
Prudential National Bank  
Prudential Ins. Co. of America  
Pullman Inc.  
Putnam Management Co., Inc.

Quaker Chemical Corp.  
The Quaker Oats Co.

Ralston Purina Co.  
Reader's Digest  
Reliance Ins. Co.  
Rex Chainbelt, Inc.  
R. J. Reynolds Foods, Inc.  
R. J. Reynolds Tobacco Co.  
Riegel Paper Corp.  
Riegel Textile Corp.  
Rio Algom Mines Ltd.  
Rochester Germicide Co.  
Rockefeller Brothers Fund, Inc.  
Rockefeller Family & Associates  
Martha Baird Rockefeller Fund for Music, Inc.  
Rockwell-Manufacturing Co.  
Rockwell-Standard Div.  
Rohm & Haas Co.

Rust Engineering Co.  
SCM Corporation  
SKF Industries, Inc.  
St. Regis Paper Co.  
Sanders Associates, Inc.  
Schering Corp.  
Schlegel Manufacturing Company  
Scott Paper Co.  
Joseph E. Seagram & Sons, Inc.  
Sealright Co., Inc.  
Security Nat. Bank of Long Island  
Security Van Lines, Inc.  
Seton Leather Co.  
Sherwin-Williams Co.  
Sherwood Medical Industries Inc.  
Shulton, Inc.  
Signal Oil & Gas Co.  
Signode Corp.  
Simmons Co., N.Y.  
Sinclair-Koppers Co.  
Singer Co.  
Smith Kline & French Laboratories  
Smith-Lee Co., Inc., N.Y.  
Southland Corp.  
Sperry & Hutchinson Co.  
Spruce Falls Power & Paper Co., Ltd.  
Squibb Beech-Nut, Inc.  
Stackpole Carbon Co.  
Standard Oil Co. (Ind.)  
Standard Oil Co. (N.J.)  
Standard Oil Co. (Ohio)  
Standard Pressed Steel Co.  
The Stanley Works  
Stauffer Chemical Co.  
Sterling Drug Inc.  
J. P. Stevens & Co., Inc.  
Stone & Webster, Inc.  
Suburban Propane Gas Corp.  
W. H. Sweney & Co.  
Sylvania Electric Products, Inc.  
Syntex Corp.

Taylor Corp.  
Tektronix, Inc.  
Teledyne, Inc.  
C. Tennant, Sons & Co. of N.Y.  
Tenneco, Inc.  
Texaco, Inc.  
Texas Eastern Transmission Corp.  
Tectron Inc.  
J. Walter Thompson Co.  
J. T. Thorpe Co.  
Time, Inc.  
Times Publishing Co. & Congressional Quarterly, Inc.  
Towers, Perrin, Forster & Crosby, Inc.  
Townmotor Corp.  
TRACOR, Inc.  
Trans-World Airlines  
Travelers Insurance Companies  
Turner Construction Co.

Union Commerce Bank  
Union Electric Co.  
Union Oil Co. of California  
Uniroyal, Inc.  
United Aircraft Corp.  
United Bank of Denver  
United-Carr Inc.  
United Engineers & Constructors, Inc.  
United Fruit Co. Foundation, Inc.  
United Illuminating Co.  
United Life & Accident Ins. Co.  
United States Borax & Chem. Corp.  
U.S. Plywood-Champion Papers Inc.  
United States Trust Co. of N.Y.  
Upjohn Co.

Varian Associates  
Victaulic Co. of America  
Vulcan Materials Co.

Wallace-Murrar Corp.  
Wallace & Tiernan Inc.  
Wallingford Steel Co.  
WARNACO  
Warner-Lambert Pharmaceutical Co.  
Warner & Swasey Co.  
Washington Nat. Ins. Co.  
Watkins-Johnson Co.  
C. J. Webb, Inc.  
Welch Foods Inc.  
Wellington Management Co.  
Western Publishing Co.  
Westinghouse Electric Corp.  
Weverhaeuser Co.  
Whirlpool Corp.  
White Motor Corp.  
John Wiley & Sons, Inc.  
Williams & Co., Penn.  
Winn-Dixie Stores, Inc.  
Wolverine World Wide, Inc.  
Wyandotte Chemicals Corp.

Xerox Corporation

Arthur Young Foundation  
Young & Rubicam, Inc.



# Distinguished Alumna Award

For the past five years, the Associate Alumnae have awarded the Distinguished Alumna Award annually to an outstanding graduate of Barnard. The Alumnae Awards Committee established this award in 1967 as a "way to honor outstanding women, help to overcome prejudice against women and to inspire gifted young women." To be considered for this honor, an alumna should have achieved distinction in her field or have given outstanding service to the community or the college. All nominations must be made by an alumna and must be accompanied by letters of recommendation including documentation of her qualifications as well as your own reasons for your choice and should be addressed to the Awards Committee, c/o Alumnae Office. Nominations must be received by March 1st.

Past recipients of the award have been: Dorothy Flagg Leet '17, former director and president of Reid Hall, Paris, in 1968; Eleanor Touroff Glueck '19, research criminologist and authority on juvenile delinquency, in 1969; Alice Kohn Pollitzer '93, Barnard's oldest living alumna and a lifelong activist for liberal causes, in 1970; Margaret Mead '23, author, anthropologist, and curator emeritus of ethnology at the American Museum of Natural History, in 1971; and Iphigene Ochs Sulzberger '14, dedicated volunteer and philanthropist, in 1972.

## Transcripts

Official copies of transcripts bearing the seal of the College and the signature of the Registrar of the College can now be sent only to another institution, business concern, or government office at the request of the student.

Requests must be in writing; no orders taken over the telephone. When ordering transcripts, alumnae should give their full name, including their maiden name, and dates of attendance.

Fees for transcripts:

\$1.00 per copy

For more than three copies ordered at the same time: \$1.00 each for the first three copies and 50¢ for each additional copy.

## Clubs, Officers and Events

### California

#### Los Angeles

Marie Coletta Scully '45 (Mrs. Charles)  
1301 N. Wardman Drive, Brea 92621

#### San Francisco Area

Jane Radcliffe '53  
12 Baden Street, San Francisco 94131  
Pauline Lew Fong '59 (Mrs. Patrick)  
939 Arlington Avenue, Berkeley 94707

### Connecticut

#### Fairfield

Patricia McKay Hufferd '51 (Mrs. William)  
30 Pasture Lane, Darien 06820  
Nov 3 Scholarship fund benefit lecture

#### Hartford

Patricia Plummer Cornell '49 (Mrs. Robert)  
40 Belknap Road, West Hartford 06117

### Delaware

#### Wilmington

Alice Finkelstein Alekman '62 (Mrs. Stanley)  
1204 Flint Hill Road, Wilmington 19808

### District of Columbia

#### Washington

Ruth Walter '37  
6200 29th Street, N.W., Washington 20015  
Spring Barnard regional conference

### Florida

#### South Florida

Marie-Louise Soley '21  
15815 S.W. 88 Avenue, Miami 33157  
Jan 27 Meeting  
May 26 Meeting

### Georgia

#### Atlanta

Eleanor Holland Finley '50 (Mrs. Patrick)  
3777 Peachtree-Dunwoody Road, N.E.,  
Atlanta 30342

### Illinois

#### Chicago

Hermine Cohen Gimble '60 (Mrs. Abraham)  
415 Surf Avenue, Chicago 60614

### Indiana

#### Indianapolis

Jeanette Broyhill Wiles '65 (Mrs. A. Donald)

## BARNARD CLUB

7915 Windcombe Boulevard,  
Indianapolis 46226

### Maryland

#### Baltimore

Margery Smith Elmendorf '37 (Mrs. William, Jr.)  
2013 Old Frederick Road, Catonsville 21

### Massachusetts

#### Berkshire

Gloria Monahan McInerney '44 (Mrs. R.  
25 Kenilworth Street, Pittsfield 01201

#### Boston

Diane Wolfe Camber '56 (Mrs. C. Isaac)  
58 Royce Road, Newton Centre 02159

### Michigan

#### Detroit

Marion Steele Kelly '49 (Mrs. Sidney)  
465 Lane Pine Court, Bloomfield Hills 4

### Minnesota

#### Twin Cities

Aline Carden Smith '38 (Mrs. John)  
1244 West Country Road B, St. Paul 551  
Ebba Wahlquist Tolg '21 (Mrs. Clarence)  
206 Sunnyridge Lane, Minneapolis 554

### Missouri

#### St. Louis

Mary Denneen Johnson '33 (Mrs. Cecil)  
15 Cedar Crest, St. Louis 63132

### New Jersey

#### Monmouth

Susan Israel Mager '58 (Mrs. Elliot)  
10 Hillyer Lane, Middletown 07748

#### North Central New Jersey

Phoebe Hyrkin Lane '42 (Mrs. Milton)  
371 Plymouth Road, Union 07083

Nov 13 Dinner meeting with Prof. Cynthia Lloyd, "Can Government Affect the Rate of Population Growth?"

### New York

#### Brooklyn

Nora Robell '48  
2518 Avenue I, Brooklyn 11210

#### Capital District

Jane Bell Davison '39 (Mrs. John)  
North Hoosick Road, Hoosick Falls 120



# CALENDAR FOR 1972-73

## Long Island

Judith Schatz Schaeffer '66 (Mrs. Karl)  
1870 Commonwealth Avenue, Merrick 11566

## Mid-Hudson Valley

Eleanor Wax Mamelok '45 (Mrs. Harold)  
24 Randall Heights, Middletown 10940

## New York

Joy Lattman Wouk '40 (Mrs. Victor)  
1225 Park Avenue, New York 10028

- Nov 10 Fall party
- Nov 11 Dessert card party
- Nov 13 Board meeting
- Nov 17 Literary evening, "Shakespeare and the Absurd", Anne Attura Paolucci
- Nov 19 House Party
- Dec 2 Luncheon and lecture with slides, Needlewoman Edith Mulhall Achilles '14
- Dec 11 Board meeting
- Dec 14 Christmas party
- Dec 17 House party
- Jan 8 Board meeting
- Jan 10 '41-'72 class get-together
- Jan 12 Winter party
- Jan 14 House party
- Feb 2 Evening at the Metropolitan Museum, dinner and lecture
- Feb 11 House party
- Feb 12 Board meeting
- Mar 3 Dessert card party
- Mar 9 Spring party
- Mar 12 Board meeting
- Mar 18 House party
- Mar 29 International party, "Ethiopia"
- Apr 7 Scholarship fund benefit Art and Home Tour
- Apr 30 Board meeting, annual supper, annual meeting
- May 5 Dessert card party
- May 14 Board meeting
- May 20 House party
- Jun 11 Board meeting

## North Central New York

Barbara Meyer Aronson '36 (Mrs. Richard)  
411 Brooklea Drive, Fayetteville 13066

## Rochester

Janet Cherry Spielmann '49 (Mrs. Richard)  
191 Highland Parkway, Rochester 14620

## Westchester

Virginia Shaw '38  
590 East Third Street, Mt. Vernon 10553

- Sep 24 Picnic at Holly House
- Nov 10 Annual bazaar
- Dec 8 Egg nog party

## Western New York

Lorene Heath Potter '53 (Mrs. M.G., Jr.)  
44 Cleveland Avenue, Buffalo 14222

## Ohio

### Cincinnati

Elizabeth Peterson Pearson '49 (Mrs.)  
3150 McHenry Avenue, Cincinnati 45211

### Cleveland

Audrey Regan Kardos '46 (Mrs. Ernest)  
14202 Shaker Boulevard, Shaker Heights 44120

## Pennsylvania

### Philadelphia

Nuria Vandellos Reichert-Facilides '51 (Mrs. O.E.)  
6 Summit Place, Philadelphia 19128

### Pittsburgh

Beate Rachwalsky Vogl '52 (Mrs. Thomas)  
324 Overdale Road, Pittsburgh 15221

## Puerto Rico

Margaret Nance '20 (Mrs.)  
506 Padre Berrios, Hato Rey 00917

## Texas

### Dallas-Ft. Worth

Mary Davis Williams '44 (Mrs. Clifford)  
4215 Ridge Road, Dallas 75229

### Houston

Anne Griswold Noble '49 (Mrs. Duncan)  
13510 Appletree Road, Houston 77024

## Washington

### Seattle

Judith Dorfman Burgstein '62 (Mrs. Michael)  
4301 Lake Washington Boulevard N.E., Kirkland 98033

## Wisconsin

### Milwaukee

Ellen Kozak '65  
2604 North Murray Avenue, Milwaukee 53211

## France

Anne Henry-Labordere '36  
148 Rue de Grenelle, Paris 7e

## In the News: Vicki Wolf Cobb '58



"Your kitchen at home is a well-equipped laboratory" according to chapter one of Vicki Wolf Cobb's *Science Experiments You Can Eat*, a children's cookbook that is also an adventure in science. She chose to use food and cooking to teach science because young people already know how to use kitchen implements. They need no science background to learn the principles of it, and food provides great motivation. As a feminist, Ms. Cobb would also like to help counteract the sex bias that prevails among girls toward science and boys toward cooking.

*The Washington Daily News* also recommended the book as helpful in making "the scientific aspects of cooking a little clearer to middle-aged women" as well as making learning science easy and painless for children. In the book, Ms. Cobb explores the hows and whys of stabilized suspensions by making mayonnaise and experiments in recovering solute crystals by making rock candy lollipops. She also determines whether meat tenderizer really works and the reason why one cookie stays crisper than another.

Since September, her syndicated series, "The Science Game," has appeared on Teleprompter cable TV in 28 states and Ontario. It's a weekly half-hour studio show, somewhat similar to "Mr. Wizard," designed for 10- to 14-year-olds. Ms. Cobb, with the assistance of two children, performs experiments on the air and provides the kids at home with an investigative procedure they can use by themselves.

Her book may also be used in high school home economics and chemistry



courses. The wife of Ed Cobb, assistant professor of psychology at Barnard, Ms. Cobb is a former teacher and author of other books on science.

### *Denise Jackson Lewis '66*

For the last year and a half, Denise Jackson Lewis has been fighting discrimination as secretary-director of Detroit's Commission on Community Relations. The Commission enforces city ordinances against discrimination and promotes racial and ethnic harmony as well as running a rumor control center.

The first woman to head the agency since its inception in 1943, Ms. Lewis carries out the decisions of the 15-member Commission and directs a staff of 36 who fight for equal rights in housing, employment and education. In the course of her work she has appeared before the City Council to oppose a plan to limit her agency's scrutiny of minority group employees. She has gone to court in behalf of a cross-district busing plan developed by Commission members. She's battled with the Charter Revision Committee for hearing and record subpoena rights for her agency. In a feature in *The Detroit News*, Ms. Lewis admits that "I get tired of the fighting. But I rest and get rejuvenated because I know what we're doing is very important."

After majoring in sociology at Barnard, she earned her master's at Wayne State University and worked as a social worker. She joined the Michigan Civil Rights Commission in 1966 as a field service representative and became a case supervisor and assistant regional manager of the Detroit area. Ms. Lewis is a member of the National Association of Human Rights Workers and Black Causes, a fundraising organization for black endeavors, and has done volunteer work with CORE and SNCC. During 1964, she was a freedom school teacher in Mississippi.

### *Anne Attura Paolucci '47*

If she keeps up her current heady pace of world travel, Anne Paolucci may end up the best-traveled member of the Class of '47. Anne, University Research Professor at St. John's University and Editor



ANNE PAOLUCCI

of *Review of National Literatures*, a semi-annual in comparative literature, recently returned from the International Claudel meeting in Brangues, France and the International Shakespeare Conference at Stratford, England. On August 4, she delivered a lecture at the World Centre for Shakespeare Studies in London and has been invited to serve on the American Board of this group. Last spring, she spent a month in Yugoslavia as a guest of the government, meeting writers and academicians for a Yugoslavian issue of RNL.

Here in the United States Anne's one-act play on Thomas Cromwell, *MINIONS OF THE RACE*, won an award sponsored by The Medieval Institute at Western Michigan University and was produced there. This fall, Anne can be seen again on Channel 31 (NYC-TV) in New York on her interview program, "Magazines in Focus."

### *Anne Broderick Zill '63*

For nearly three years Anne Broderick Zill stayed at home with her twin daughters and watched old movies on television. Although she was living in a beautiful house on a farm, with a swimming pool and a "magnificent kitchen" and although she had a picture-book family, Anne Zill wanted a job. She wanted to moderate a Washington-based talk show, with politicians, government officials, and scholars as guests.

In the book *What's a Nice Girl Like You Doing in a Place Like This?*, Joyce Teitz describes how Anne Zill attains her goal. After arming herself with a graduate degree in broadcast journalism, she began writing for an FM station and then won an internship with NBC News. She now produces a political series with a nationwide distribution on 115 radio

stations as well as a variety of specials. She has introduced her audience to FCC Commissioners, a Peace Corps director, Congressional reformers, and a liberal member of the House Armed Services Committee. A member of Ralph Nader's Congressional Task Force, she won a Ford-funded Congressional Fellowship for 1973 which she will use to study the ways a freshman Congressman amasses power.

At first there were problems. She was entirely on her own, with little money, no sound engineer, no editor and no recording studio. "I was one girl, knowing very, very little about the technical sides of recording and making programs. I didn't know anything about editing until I actually got into it. I've learned most of what I know by making a lot of mistakes." For the future she hopes to "help establish a more powerful radio/TV presentation of the business of our federal government—to let the people into the governing process in a way they haven't been since Founding Father days."



ANNE ZILL



## Class News

05

Alumnae Office

06

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

07

Alumnae Office

08

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

09

Lucy Thompson  
1000 Pelham Parkway  
Bronx, N.Y. 10461

Hannah Falk Hofheimer and her husband spent their summer holiday in Europe.

1909 sorrowfully announces the death of Priscilla Stanton Auchincloss.

10

Marion Montesper Miller (Mrs. H. R.)  
160 East 48 Street, Apt. 7-R  
New York, N.Y. 10017

11

Marie Maschmedt Fuhrmann (Mrs. O.)  
52-10 94 Street  
Elmhurst, N.Y. 11373

Florrie Holzwasser  
304 West 75 Street  
New York, N.Y. 10023

The Class was saddened by the death of Therese Cassel on July 5th. Therese had enjoyed unusually good health until this short illness. Therese was always most welcome at the class meetings and teas to which she contributed generously in many ingenious ways. She had been chairman of the modern language department at Jamaica High School.

12

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

13

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

14

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

15

Helena Lichtenstein Blue (Mrs. T.)  
316 West 79 Street  
New York, N.Y. 10024

Edith Stiles Banker, Nina Washburn Demuth, Jessie Grof, Lucy Morgenthau Heineman, Elsie Oerzen and Helen Lachman Valentine were the only '15ers at Reunion this year. Nina Washburn Demuth was also planning to attend her late husband's Class Reunion,

## Obituaries

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

- 06 Ethel Knox Colter, July 12
- Fannie Mayer Korn, August 22
- 09 Helen Hoyt Lyman, August 2
- 10 Ellen Maison Stetler, September 17
- 11 Ida Beck Karlin, September 14
- Ottillie Prochazka, September 3
- 13 Grace Brown Manning, September 15
- Sarah Davis Williams, January 20
- 16 Estelle O'Brien Cogswell,  
September 17
- 17 Ethel C. Gray, August 5
- 26 Rosamond Dermody Kunze, July
- Roberta Bickel McGhee, May 23
- Elizabeth Throckmorton Trubek,  
August 13
- 28 Varley Sims Zorn, November 15, 1971
- 29 Jane Fraser Coleman, July 27
- 41 H. Claire Lawler, July 3
- 45 Miriam Schwartz Weinberg, May 22
- 51 Louise Sargent, February
- 52 Eleanor Engelman Fink, July 30
- 71 Abigail Collins Topping, July 16

Columbia '14, in Harrison, NY. Shortly before Reunion she had been on a delightful cruise to Bermuda.

Isabel Totten, who lives at Heath Village, Hackettstown, NJ, keeps busy at this retirement community, where she says the country is so beautiful she doesn't feel the need to go anywhere. Dorothy Krier Thelander, who also lives at Heath Village, was planning to fly to Paris for a visit with her daughter, son-in-law and grandson. Helena Lichtenstein Blue took a memorable summer trip to Oregon, California, Illinois and Michigan where she visited relatives. The variety of life-styles was most interesting. A delightful and novel experience was a plum-picking party at a friend's house in California—a truly new experience for a life-long New Yorker.

With great regret we announce the death of our classmate Frieda Fleer Nickerson on May 2nd. She was a prominent realtor and had a variety of other interests. When her daughter wrote of her death, she said she had had a full and happy life. And also with great regret, we announce the death of Helen Hartley Geer Downs '40, the daughter of our dear classmate Helen Jenkins Geer.

16

Alumnae Office

Marie Chancellor Miller wrote that she was sorry she couldn't attend Reunion but she was busy with the high school graduation of one of her 6 grandchildren.

17

Elinor Sachs Barr  
415 Central Park West  
New York, N.Y. 10025

18

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

19

Georgia Schaaf Kirschke (Mrs. P.T.)  
77-06 79 Street  
Brooklyn, N.Y. 11227

The Class extends its deep sympathy to Aline Buchman Auerbach, whose husband Howard died in January.



20

Josephine MacDonald Laprese  
Hotel Beverly  
125 East 50 Street  
New York, N.Y. 10022

Five members of 1920 attended Reunion in June—Edna Colucci, Dorothea Lemcke, Josephine MacDonald Laprese Granville Meixell Snyder and Margaret Wilkens. There were some changes in the format of Friday's program—one was a seated luncheon in McIntosh Center with President Martha Peterson as speaker. I especially liked this change from the snack-bar lunch of other years. It was delightful and well-attended. The annual meeting of the AABC was held in the Altschul Hall auditorium. It was air-conditioned and smaller than the gym and well-suited for business and discussion. On Saturday Ida Everson and Josephine MacDonald Laprese attended the supper.

I had a delightful visit with Janet McKenzie in Bovina Center in mid-September. Otherwise there is no news. Remember that we will hold a 1920 fall luncheon and spring tea each year. Try it, you'll like it.

21

Bertha Wittlinger  
155-01 90 Avenue  
Jamaica, N.Y. 11432

Winthrop Bushnell Palmer has been busy with her teaching and writing. Her play, "A Play for Chance," an American chronicle, is to be published by the Dramatic Publishing Co. of Chicago. Her translation and adaptation of a 13th century play, "The Miracle of St. Theophilus", was performed at the Medieval Festival in Locust Valley last December.

Helen Jones Griffin took a June trip to New Hampshire, with a stopover in Bedford, 3 days at Dartmouth for Bob's 57th reunion and a couple of days at Ham's beautiful Squaw Lake camp.

Enid Mack Pooley reports a quiet life since their retirement in 1966, with a trip or 2 each year. They have 7 grandchildren and 2 great-grandchildren. Her husband is head of the Library Board and Enid is Republican precinct committeewoman. They are both active in church work.

22

Louise Schlichting  
411 Highland Terrace  
Orange, N.J. 07050

Your new scribe sends greetings to all of you. She had planned to see some of you and to phone others during a trip West in August, but the illness of her housemate (now recovered) necessitated postponing this pleasure. So here she sits at her typewriter, thinking of all of you and wondering what you'll be doing when these notes reach you. Send whatever news you have, of joys and sorrows, so that we may share them with each other.

Marion Vincent has a new address: 515 Audubon Avenue, New York, N.Y. 10040. This is the Isabella Home which Marion hopes will make life easier for her. All the trauma that attends breaking up your home and distributing your household possessions was her's in July. Marion would be very glad to hear from her '22 pals. Her phone number is 212-928-8298. Elsie Garfunkel Gottesman was sorry to miss our reunion but we couldn't compete with her 50th wedding anniversary, celebrated while visiting her daughter in Jerusalem. Many more happy anniversaries, Elsie.

Muriel Kornfeld Hollander, our tried and true treasurer (such alliteration!) has reported that we have \$89.09 in our class treasury, thanks to all of you who so generously donated for reunion beverages. Muriel spent part of the summer with friends in Aspen, Toronto and Stratford, Ont. Alice Peterson Brown had just returned from a tour of the communist countries when she appeared at reunion. Leah Bates Baggs had wanted very much to attend reunion but some of her activities as regent of the Georgia division of the National Society of Magna Charta Dames conflicted. Sorry Leah, maybe another time.

Noreen Lahiff Grey spent early June in the West. She wrote, "think of me and I'll think of you"—a fair swap. Marion Durgin Doran has recovered from a brief illness that prevented her from joining us in the Deanery. How we envy the pleasures she has of living in beautiful New Hampshire. Eleanore Starke Frank, "Pussy" to some of us sounds on the telephone just as pleasant and relaxed as we remember her. She's very happy in Iowa with her many loving grandchildren. Majel Brooks Miller and her husband are very happy at home on the eastern shore of Maryland, where they have lived for the last five years.

Ruth Koehler Settle was disappointed not to be at reunion. She was away all summer visiting her daughter in Switzerland and a friend with a cottage on the Mediterranean. Margaret Talley Brown and Emily Delafield Peaslee have both recovered from recent cataract surgery. Our best wishes go with them as well as a warning to be careful, especially when walking down stairs. Margaret was not able to be at reunion but sent her greetings from Winnetka, Ill. Emily braved the party, wearing a patch over one eye, and enjoyed every minute of it. Noemie Bryan Watkins, in her vivacious way, told us about community activities in Brooklyn Heights, photography trips and travel around the world.

1922 thanks President Peterson for her warm letter that said: "your class's support during this reunion year has meant a great deal to the College. I should like to express the appreciation of all of us here at the College for all you have done."

More news will come to you in future bulletins. Twenty-nine of us reported our activities at reunion and 28 who couldn't attend sent interesting notes which we'll pass along to you. If any of you would like the address of an old pal, drop me a card. I'll be glad to oblige even though I'm still working part-time.

23

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

1923 was represented at reunion by Agnes MacDonald, Leah Murden Bayne, Alice Boehringer, Mary Lee Slaughter Emerson and Ruth Lustbader Israel. Agnes also substituted for Eliza-

### Let us know about you

All alumnae are invited to send news about themselves to their class correspondent or to *Barnard Alumnae*, 606 West 120th Street, New York, New York 10027.

Items of interest include unusual accomplishments or activities, meaningful promotions or honors, marriages, births, deaths. Look for the newsworthy and genuinely interesting. You may send clippings if name and date of publication are included.



Wood, who was still incapacitated, at the meeting for reunion chairmen and has been busy urging classmates to be present at our 50th. Among those she was speaking to was *Judith McCormick*, grandmother of 12, and her relative by marriage.

In July *Winifred Dunbrack* and I had a brief meeting with *Dorothy Houghton* at home, just 3 weeks after her long hospital stay. We were happy to find her making a good recovery and in fine spirits, letting ready to take the reins of the presidency of the class into her hands. *Ruth Lustbader Israel* spent 2 weeks this spring with her daughter in California. While she was there she attended a meeting of the Barnard Club of Los Angeles of which *Helen Gold-Kitzinger* is president. She also met *Leah Gleichman Goldreich* and *Langton Carroll*.

*Nagla Laf Loofy Hafely* wrote that *Strong Gaudin* spent 2 weeks with her in March. Nagla says that golf is the main interest of her and her husband. They recently tied for first place in her division in the Greater Naples Senior Women's Golf Tournament, "in spite of my aching joints". *Emily Martens Ford* and her husband *Carroll*'s tour of Mexico and Guatemala in May was very full and interesting despite the heat of that month. In late summer they left for a lieutenant to Labrador via Montreal and the Bay. *Dorothy Maloney Johnson*'s daughter *Dorothy Hayden* is now married to *Alan Truscott*. Mr. Truscott's column "Contract Bridge" appears daily in *The New York Times*.

24  
*Ethel Quint Collins (Mrs. J.)*  
West Street  
Harrison, N.Y. 10528

The July 1st Washington Post carried a long article about our *Selina Calahan* who has retired after 30 years with the Office of International Commercial Relations, Bureau of International Commerce. Or did she really retire? To the host of friends and co-workers who gave a party in her honor she said that she might be starting a new career. Also in Washington, *Helen Green* is busier than ever since her retirement, especially in her work with the League of Women Voters. She is on the board of the National Capital Area League and is chairman of the Metropolitan Government Committee.

*Leonor Phillips* has recently returned

from one of her frequent trips to Europe. Besides visits to East Germany and Prague, she attended international flower shows in Amsterdam and London from which she returned to find her own garden in Westbrook, Conn. full of weeds! *Ethel Quint Collins'* son *Arnold*, an ABC newsman stationed in Vietnam, returned home for the July wedding of his brother *Matthew* to *Martha Hibshman* of Plainfield, NJ. The bride's parents teach at the U of Libya.

Our face is red! Before reporting on a letter from *Helen McDermott Platte* in the summer issue, the name and class were checked for spelling, etc. as is routinely done with all Class News Items. However, the student clerk who performed this chore used the last Alumnae Directory for reference, rather than the current card file, and carelessly picked up the name under which Mrs. Platte was then listed, *Forshay*. Since Mrs. Platte has not been known by that name since 1965, she was naturally startled by the reversal. Our apologies to her and to classmates who might have been mystified by the mistake.

The Class extends its sympathy to *Fanny Steinschneider Clark* whose husband *Dr. Eugene Clark* died in July. He was the author of many scientific articles and had been associate professor of clinical medicine at NYU.

25  
*Elizabeth M. Abbott*  
466 Larch Avenue  
Bogota, N.J. 07603

26  
*Ruth Friedman Goldstein (Mrs. M.F.)*  
295 Central Park West  
New York, N.Y. 10024

*Tikanis!* I am writing this en route to Athens aboard a TWA 747. My sister *Ethel Rogers* is my travel companion. My son, professor of musicology at the U of Maryland, delivered a lecture at the musicologists' convention in Copenhagen in August. His wife is the daughter of *Mildred Weiller Rose '24*. My older grandson *Nicky*, the youngest political campaign worker on record, was interviewed by the Washington Post and went to the New Hampshire primaries with Senator *McGovern*. He's 16.

All best, until our return for the next issue.

27  
*Catherine Baldwin Woodbridge*  
21 Claremont Avenue  
New York, N.Y. 10027

*Katherine Kridel Neuberger* received an honorary Doctor of Laws degree at Montclair State College's commencement in May. She was honored for her contributions to the civic, community, political and educational life of New Jersey. *Mary Sullivan Mohair* has resigned her position as superintendent of schools in Hasbrouck Heights, NJ and became a professor of graduate education at Fordham U in September. *Gladys Frankel Schrank*, now living in Florida, sent her best wishes to all of '27 on our 45th Reunion.

*Ruth McAlee Bradley* retired last October after 21 years in the social services department of the Pennsylvania Department of Welfare. *Helen van Dyck Brown* writes that life begins at 65. She is enjoying retirement immeasurably, studying musical theory, doing some creative writing, serving on the investment committee of her church, doing volunteer work at a home for the elderly, and finding more time to visit her sons. *Ella Loudon Bell* is still teaching Latin and Spanish in new Berlin Central School. For the first time in the 146-year history of the New Haven Young Men's Institute Library, a woman has been elected to the board of directors. *Edith-Anne Flory Wilde*, science editor of the Yale Press, was chosen at a meeting in January.

Married: *Frances Gedroice Clough* to *Hendrick Havinga*, living in Pleasantville, NY.

The Class extends its sympathy to *Anna Barrett Chiu* whose husband *Teng*, an internationally known artist, died in January.

28  
*Janet D. Schubert*  
330 Haven Avenue  
New York, N.Y. 10033

I was delighted, recently, to hear from 2 classmates. *Alice Ittner Macauley*, after a varied career which included teaching, acting, dancing and singing, writes that she graduated from New York Medical College in 1950. She now is director of ambulatory services at Grasslands Hospital in Westchester and medical advisor to the director of medical affairs at Westchester Community College. The Class extends its sympathy



to her on the loss of her husband in September '71.

*Adele Gilbert Painter* writes from her home in Los Angeles that she enjoys gardening between trips to Hawaii and Europe. Daughter Tamara graduated from Princeton in June. Daughter Pamela, her husband, Count Herve Christian de Maigret of Paris, and their baby son visited the Painters recently. Pamela has engaged in experiments in mental telepathy and extrasensory perception.

During her vacation in August, your correspondent visited her brother, Paul Schubert, a retired writer, at his Wyoming ranch and attended a rodeo in South Dakota. She's returned to her job as social worker in the foster care department at Windham Child Care in NYC.

29

*Dorothy Neuer Hess (Mrs. N.)*  
720 Milton Road  
Rye, N.Y. 10580

*Marian Churchill White* writes from Penn Yan, NY that they had minor damage from Agnes. Keuka Lake rose more than 5 feet. *Oilme Ploompuu Raidmetz* stayed overnight with the Whites on her way home from a worldwide Estonian festival in Toronto. She had been an Estonian exchange student in our class and now lives in Vermont.

Our sincere sympathy to *Gertrude Tonkonogy Friedberg* on the death of her husband Dr. Charles K. Friedberg.

We note with sorrow the death of *Jane Fraser Coleman* who died on July 27th. She had been a Barnard trustee for years.

30

*Julie Hudson*  
49 Palmer Square  
Princeton, N.J. 08540

*Kathryn Glasford Black* and her husband took a summer trip to Alaska, by train from Montreal and by boat from Prince Rupert to Juneau and Skagway, flying inland over the Arctic Circle. *Gertrude Glogau Drachman* gave a piano recital in memory of her late husband Myron J. Drachman at the New Rochelle YMCA for the benefit of the United Jewish Appeal. The program included her own composition, "The Saga of Soviet Jewry." The Barnard Alumnae group flight to Brussels and London in July brought together *Ade-laide Whitehill* and *Julie Hudson*.

Your correspondent was en route to the English-speaking Union Summer School at Jesus College, Oxford.

31

*Evelyn Anderson Griffith (Mrs. E.B.)*  
705 Center Avenue  
River Edge, N.J. 07661

Your correspondent and *Catherine Campbell* worked at the registration desk at Reunion in June. While on duty, we were happy to greet *Esther Grabelsky Biederman*, *Edna Meyer Wainerdi* and *Margaret Mitchell Caruthers*. Class President *Else Zorn Taylor* and husband recently returned from a trip to France. They didn't meet any Barnardites but did have lunch with Jack Mullins, son of Barnard Professor George Mullins.

*Martha Scacciaferro Luster* is teaching senior English at Hialeah High School, Fla. where she has lived since 1960. She toured Italy for 17 days in June and spent the rest of the summer at her lodge in the piney woods of Appling, Ga. *Sylvia Kamion Maibaum* is active in the Barnard Club of Los Angeles. She writes that she occasionally sees *Helen Beery Borders* and *Betty Chambers Samuels* at meetings.

32

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

*Mila Shropshire Brain* writes from Tompkins Cove, NY that she is a volunteer at the State Rehabilitation Hospital. One son is an international banker in Hong Kong and the other teaches at Harvard. Her daughter is married to a foreign service officer in London. *Edith Tarbes Gellert* is currently the president of the Westchester Region of Hadassah and was a delegate to the World Zionist Congress held in Jerusalem. *Mary Frances Porter Moulton* writes that she was sorry to miss Reunion but she and her husband were visiting their daughter in Europe.

From Norway comes news of the marriage of *Inge Gorholt Gorholt's* son Henning to Siri Helmer. We wish them much happiness. And, the *Auburn Citizen-Advertiser* in May featured the work of *Catherine Gannon Andrew*, a member of the order of the Servants of Relief for Incurable Cancer. Recently she was awarded one of the highest honors bestowed by the American Pharmaceutical for her work in the pharmacy

of the Rosary Hill Home in thorne, NY, a home and hospital terminal cancer patients.

A note from *Beatrice Allen* informs us that she became Mrs. Pincus in 1967. She spent the summer on Fire Island. For many years *Barbar-vill Maarschalk* was a draftsman in the electronics industry. She has moved to New Hampshire where she can indulge her hobby of photography as an active member of camera clubs and the Photographic Society of America. She also plans to work part-time. *Helen R. Appell* returned to teaching in 1970 after an active career. She taught elementary school physical education in Mt. Vernon, NY until 1951 when she became a school psychometrist and remedial reading instructor. She devoted the last 5 years to guidance counseling.

*Gertrude Mae Abbitt* teaches chemistry at Long Branch High School, NJ. She enjoyed travel to Europe and North Carolina and hopes one day to retire on a tropical island and learn underwater diving. We think Gertrude is a fine example of how to stay young at heart. *Olga Scer* is attending anesthesiology, clinical service, at Memorial Hospital, Cancer and Allied Diseases as well as author of numerous medical publications. She vacationed for 3 weeks in Alaska, returning with an expedition certificate, an arctic certificate and a desire to return there someday. *Joline Sonne* is librarian at St. Trinity School of Trinity Parish in NYC. Her husband is librarian of General Theological Seminary.

*Ethel Greenfield Booth* writes that she is now a media consultant, speaking in educational use of cable television and is also the moderator of a weekly discussion program on cable. She is consultant for the American Film Institute Center for Advanced Film Studies in Beverly Hills, a position which enables her to bridge many disciplines. *E. E. Rapp Schulik* has been involved in church work all her life and is honorary chairman of the Oceanside, California retirement community where she and her husband moved several years ago. She has 2 grandsons and 1 granddaughter.

We have learned that *Elizabeth H. Mc Dowell* lost her husband and wish to extend deepest sympathy to her and their children. Our sympathy also goes to *Miriam Schild Bunim*, her mother.

33

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



Josephine Skinner  
28 Chestnut Street  
Montclair, N.J. 07042

Eth Korwan, Denise Abbey, Edith Ogur  
ner, Frances Barry, Gena Tenney  
aix and Josephine Skinner ate to-  
ter at Reunion in June. Also present  
Helen Phelps Bailey and Rosalind  
richman Posner. Class President  
Korwan announced that follow-  
the resignation of Fund Chairman  
le Burcher Greeff, Gena Tenney  
aix has agreed to fill in till Reunion.  
Frances Wiener Krasnow reports re-  
acts for biographical sketches from  
d Who's Who in Science, Two  
usand Women of Achievement,  
onary of International Biography,  
al Honorarium, Community Lead-  
s of America, bringing the series to 22,  
t the fields of science, education and  
tral activities represented.

4  
Madeleine Davies Cooke (Mrs. W.W.)  
8 Valley View Avenue  
Summit, N.J. 07901

Brothy Glenz Warms, whose first  
child was born in February, is depu-  
cretary general of Rehabilitation In-  
tional, a worldwide organization.  
lotte Boykin Carlston received a  
at the May graduation exercises of  
Sts. Peter and Paul School in James-  
n, NY for dedicated volunteer service  
ning 2 classes of French each day for  
rs.

ose Maurer Somerville reports that  
delivered a paper at the Internation-  
amily Research Seminar held in Mos-  
this April. From there she traveled to  
nkent to interview educators and  
kers about the status of women in that  
lem area. She has been elected to the  
rd of directors of the National Coun-  
on Family Relations and to the coun-  
of the family section of the American  
ological Assn. In April she pre-  
ed a paper on cross-cultural research  
women at the Society for the Study of  
ial Problems meeting in New Or-  
s.

35  
Aline Blumner  
50 Park Avenue  
New York, N.Y. 10016

Elizabeth Hall Janeway received the  
ucator's Award of Delta Kappa Gam-

ma, the international women's education  
honorary, at their annual convention in  
Houston in August. She has recently  
joined the board of directors of the Mac-  
Dowell Colony, became a Berkeley Fel-  
low of Yale U, and received an honorary  
Doctorate of Literature from Simpson  
College, Iowa. Mathilda Gould Weber  
was one of 12 recipients of the Columbia  
U Alumni Federation's Alumni Med-  
als awarded in June. A graduate of  
P & S, she is currently engaged in private  
practice specializing in treatment of al-  
lergic diseases. An article by Vivian  
White Darling appeared in the May  
1972 issue of *Instructor*.

Aline Blumner, amateur graphologist,  
was such a success among the students  
at Spring Festival that she was asked to re-  
peat her "thing" for Freshman Ori-  
entation. Jeanne Erlanger Jonas has been  
re-elected president of Arden Hill Hospi-  
tal in Goshen, NY. A member of the  
board of directors of the hospital since  
1959, she was a leading force in the plan-  
ning and developing of Arden Hill and  
served as first vice president from 1966 to  
1971, when she was elected to her first  
term as president.

Ruth Saberski Goldenheim was the  
proud recipient of a beautiful jewelled  
gold Barnard bear, presented by the  
Board of Directors of the Associate  
Alumnae on the occasion of her retir-  
ing from the presidency. As Ruth re-  
sumes her "normal" routine, she steps in-  
to the position of Reading Health Co-  
ordinator for the School Volunteer Pro-  
gram of 2 NYC high schools and will  
serve as co-chairman of activities of the  
Barnard Club of New York. She contin-  
ues as a Barnard trustee for another year.  
Ruth and husband Lew drove through  
the wine country of France on their va-  
cation this year, with stopovers in Cor-  
sica and the Canary Islands.

Class President Ruth Bedford Mc-  
Daniel celebrated her birthday on the  
West Coast with son Charles at, among  
other places, "The Magician's Cas-  
tle". In the course of a 1300-mile drive  
touring out of Phoenix, Ruth visited

### Deadlines for Class News

Please plan your news-gathering so  
that you can mail your copy in time to  
reach the Alumnae Office NOT LATER  
THAN the 23rd of the month, as follows:

WINTER ISSUE—November 23rd  
SPRING ISSUE—February 23rd  
SUMMER ISSUE—May 23rd  
FALL ISSUE—August 23rd

Remember that these deadlines must be  
strictly adhered to.

Hoover Dam and the Grand Canyon.  
She also serves as co-chairman of activi-  
ties for the New York Club and is a  
guiding force in the annual AAUW  
Forum in New York. Eleanor Schmidt  
motored through Portugal and north-  
ern Spain this summer, serving as "naviga-  
tor" of the trip. She writes that "It's been  
14 years since I was in that part of the  
world, and I'd forgotten how magnificent  
the countryside was. No matter how  
many castles and cathedrals we visited,  
each was unique... each was superb."

Ada Shearon, managing editor of the  
children's book department at Macmil-  
lan, vacationed with family in Everett,  
Wash. Back in NYC, she was quite ex-  
cited about her excursion to Stratford,  
Conn. to see "Julius Caesar", "the first  
play by Shakespeare that I ever read,"  
and is busy gathering classmates for an-  
other such outing next summer. Com-  
muter Elizabeth Simpson Wehle reports  
that the conductor on the (would you  
believe?) 6:22 a.m. always mentions when  
the train is early or on time, never talks  
about it when the train is late. Betty is  
responding nicely to treatment, feels  
much better and now gets around quite  
nicely again.

The Class of 1935 equaled or sur-  
passed practically every other class in its  
response to the Deferred Giving Ap-  
peal this year.

We note with sorrow the death of  
our classmate Barbara Brohme.

36

Gertrude Graff Herrstadt (Mrs. G.)  
4 Roe Avenue  
Cornwall-on-Hudson, N.Y. 12520

37

Aurelia Leffler Loveman (Mrs. J.)  
327 Haarlem Lane  
Catonsville, Md. 21228

Ethel Lewis Lapuyade is the adminis-  
trative assistant of the Professional De-  
velopment Division, California CPA  
Foundation. She handles arrangements  
for seminars for continuing education  
for CPAs throughout California. Har-  
riet Core Naylor was named regional  
director of the National Center for Vol-  
untary Action last November. An in-  
dependent, nonprofit, non-political  
agency, the National Center for Volun-  
tary Action has as its broad purpose the  
greater recognition of volunteers and their  
actions, and improved coordination of  
voluntary action programs.



Virginia LeCount reports that Yolanda Bedregal de Conitzer is completely recovered from the heart attack she suffered in 1970. While convalescing she received word that her novel *Bajo el Sol Oscuro* was awarded a \$1,000 prize in a Bolivian novel contest. In July '71 Yo was appointed ambassador to Spain. She had just gotten settled when the government changed and, as is customary, she resigned her post. She is now comfortably settled again in Bolivia and would be delighted to hear from any classmates. Vera Clay Higgins reports that she is public affairs officer for the Rouse Company and the 5-year old new city of Columbia, Md. She finds it exciting and wonderful and looks forward to "living happily ever after helping to create new cities all over the USA and the world". She'd love to have you write, telephone or visit her.

### 38

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

Mildred Kester Marcy was among the US delegates to the first UN Seminar on the Status of Women and Family Planning held in Istanbul in July. She is an advisor in the office of policy and plans of the US Information Agency, serving as the Agency's advisor on national and international population growth and women's activities. Virginia Hayes Nugent was elected to the national board of the League of Women Voters at their 30th convention in Atlanta, Ga. this spring.

### 39

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

Elizabeth Stengel De Witt is assistant for research and records in the development department of Upsala College. She, her husband and daughter Carol, a high school senior, live in Verona, NJ.

### 40

Julia Edwards  
2440 Virginia Avenue, N.W.  
Washington, D.C. 20037

#### In Memoriam:

Helen Hartley Geer Downs, mother of 4 and a dedicated volunteer in social welfare, died June 27 at her home, 10 Halstead Lane, Branford, Conn. Her husband Dr. Wilbur G. Downs, a professor of epidemiology at Yale Medical

School, recently retired as director of the virus program of the Rockefeller Foundation. Her family has made generous contributions to Barnard. Her mother, Helen Jenkins Geer '15, was the donor of the Barnard Hall gates. A fine arts major at Barnard, Helen served on the board of Hartley House, the settlement house established by her forebears in Manhattan. Her many activities included the Red Cross, Recording for the Blind and the Visiting Nurses' Assn. Besides her husband, she is survived by 3 daughters, her son and 3 grandchildren.

Marina Salvin Finkelstein, editor of publications at the Center for International Affairs, Harvard U, died March 6 at the Boston Hospital, Brookline, Mass. A native of Moscow, she majored in English composition at Barnard and went on for her PhD in international relations at Columbia. She taught at both Barnard and Columbia in 1966. A writer in the field of world affairs, she assisted former Secretary of State Dean Acheson in the preparation of his Pulitzer Prize winning memoirs, *Present at the Creation*. Her husband, Lawrence Stanley Finkelstein, is a distinguished educator in the field of international relations. She is also survived by her daughter and her mother.

#### Good News:

Miriam Weber Wasserman, living in San Francisco, is the author of a highly praised book, *The School Fix, NYC, USA*, published by Osterbridge and Dienstfrey, NYC. Her central argument is that public education is too often dominated not by concern for education but by considerations of status. Julia Gray Butler and Evelyn Sarian Maldonado are upholding the class reputation for teamwork on behalf of the Family Service Bureau in Nutley, NJ. For recreation, Julia gives piano lessons to her granddaughter.

Editor's Note: More teamwork, please, toward sharing the news of you.

### 41

Jane Greenbaum Spiselman (Mrs. H.)  
23 College Lane  
Westbury, N.Y. 11590

June Wilson Bain, director of the reading clinic at Chapman College, has passed her comprehensives at American U and has begun her doctoral research, an experiment with the college reading skills classes to determine the utility of simultaneously listening and reading. She also serves as editor for the revision of her husband's book, *Far East History*. Chet is professor of history at

Whittier College where they live. A Leffler Busch and husband Dan are busy with their own corporations and farm holdings in NYC. Weekends are spent on their farm upstate and spare time for Addie busy with needlework. Daughter Betsy, Barnard '71, is in her second year at Tufts Medical School.

Graduations: Elaine Steibel De Witt daughter Vicki Gayle from Williams and Mary; Diana Klebanow Henrich daughter Susan from George Washington U Law School. Diana's husband Nat, a Civil Court judge of NYC, has been named by the American Bar Association to a national committee of 7 judges to rebuild the prestige of the courts and alert the public to the critical problems of the judicial system. Adeline Bowman Higgins' daughter Harriet graduated from Wells College, Aurora, NY, and son Robert from Homer High School. Helen Sessinghaus Williams and husband Jack traveled to Alaska for daughter Ann's graduation from the U of Alaska then went to Seattle to visit their son and his family and then on to Denver to visit Wayne and Judy Johnson Sr. and their twin daughters. Helen has recently earned a NJ Insurance Broker's license, and is planning to work in that field.

George and Virginia Smith have sold their house in Tarzana and moved to 31652 West Nine Drive, Laguna Niguel, Ca. 92677, where they enjoy the climate and visits with their grandsons. Virginia is playing an active part in her husband's new business and is supervising the operation of several Rug-Crafter shops. Dorothy Sehe Holman and husband William divide their time between Baddeck, Nova Scotia, where they play to retire, and Jenkintown, Conn. where he is on the faculty of Yale Divinity School. Both plan to work for McGovern this fall. Dorothy asks, "Do our 8 grandchildren make me class champ?"

Last year her husband's job took Beverly Gilmour Lee to Africa and Australia. In March they moved to Montreal and now commute between there and Churchill Falls, Labrador, where Imre is general manager of the Churchill Falls project, North America's largest hydroelectric facility. Beverly is taking French lessons in Quebec, and writes that she would enjoy seeing any Barnardites. Marion Moscato has moved to a new apartment and Jane Rinck leads a busy life as a member of a county-sewer firm in Toms River, NJ. For diversion she has a chamber music group meeting at her home and is planning to sail the Chesapeake in her boat.



are grieved to report the death of *Claire Lawler* on July 3rd and extend deepest sympathy to her mother and father. *Claire* was a biochemist and research associate in the psychiatry department of the Columbia College of Physicians and Surgeons, as well as a research scientist in neurotoxicology for the State Department of Mental Hygiene. Her fine work and courageous spirit will be missed.

42

*Evelyn Baswell Ross* (Mrs. S.)  
100 East 56 Street  
New York, N.Y. 10022

*Jan Brown Wettingfeld* is giving a course on children and books at Queensborough Community College. *Frances Kettles Sullivan* visited Bavaria, Austria and Switzerland in October. She'll visit young people who have lived with her family through the Dayton Council on World Affairs of which she is an executive. *Amelie Anderson Sloan* reports that she is still teaching in the Indian River, Del. School District. *Monica R. Rold* became full professor of physiology at the U of Pennsylvania in 1968. She's enjoying her work and her life in the Philadelphia countryside.

*Lillian Goodwin Patterson* received her master's degree in counseling from the U of Cincinnati in 1970. She's been working as an adult basic education counselor at Stowe Adult Center in Cincinnati. *Phoebe Wrana Lazarus* left college teaching in June '70. She is currently supervisor of special education for the Board of Cooperative Educational Services of Nassau County. She likes being back in the schools with children, teachers, parents and stimulating action-oriented innovators. *Gertrude Shaffer Heimer* is still happily teaching 6th grade. Daughter *Sandra*, Barnard '64, has 1 daughter and *Marian*, Barnard '67, is doing her internship in Cleveland. *Mary Jane Heyl*, a member of the State Department's Agency for International Development, spoke on foreign aid at a women's club meeting in Appleton, Wis. last January. She is regional coordinator for the Near East and South Asia in the office of program and policy coordination. *Edith Efron*, author of *The News Twisters*, addressed the Public Affairs Luncheon Club of Dallas in April. Her book is the result of a 2-year foundation-financed study on the way the network news programs handled the candidates and the issue during the 1968 presidential election. *Marion Blum Sweet* works part-time

as a special secretary in a psychiatric office. Last summer she and husband *Elliott* spent 4 weeks in Scandinavia and Switzerland. *Natalie Nicholaus Courter* lives in Los Angeles. Her daughter is married and her son is in his third year at New York Medical College. *Helena Percas Ponsetti* is currently on leave from Grinnell College to finish her manuscript on "Cervantes' Concept of Fiction", written in Spanish. *Charlotte Gabor DuBois* is a substitute teacher; her husband *Andy* works for RCA. *Claudia Carner Nolan* and her family live in Killiney County, Ireland. The merger of her husband's publishing and printing firm affords them the opportunity to travel often. *Jane Morrell* enjoys occasional visits with *Margaret Duncan Van Peurse*. *Margaret* and husband *Bob* have returned to the US after living in Saudi Arabia. *Jeanette Van Walsem Vas Nunes'* husband is with the Royal Dutch Shell Company. Every year or so they visit the coffee plantation in Dutch Guyana he inherited in 1953 and converted into a citrus plantation. They have 4 children. She asks that anyone visiting the Netherlands call her at 01751-8163. She lives near the Hague.

43

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

*Mary Alice Pringle Morozzo* writes that she teaches social studies at Wichita High School East. She has taught for 17 years, taking time out for her 2 children. In August she spent 3 weeks as a sponsor for some high school students touring Europe as a singing group. Her husband is also a high school teacher.

44

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

*Ursula Colbourne Brecknell* reports that it seems she has never stopped working since graduation, although some of her part-time jobs since marriage were volunteer efforts. Her most recent project was the preparation of a booklet on the historical heritage of Montgomery Township, NJ as a member of their Bicentennial Committee. Now that the enjoyable job is done, she'll be looking around for some new task to undertake, besides doing her usual volunteer publicity work for the local unit of the League of Women Voters and the Girl Scouts.

45

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

46

*Louise DuBois Perkins* (Mrs. E.)  
72 East Market Street  
Bethlehem, Pa. 18018

*Helen Hutchinson Burnside* has been appointed associate provost for health sciences of the central administration of the State U of New York. *Betty Barras James* has founded her own publishing house, after 25 years of writing and editing in virtually every field of communication. She's written, edited and published *People of the Earth*, an alphabetic listing of approximately 600 names of tribes and nations, and *Constellations*, a pamphlet in similar form.

The Class extends its deep sympathy to *Audrey Middlebrook DeVoto* on the tragic death of her husband *Leo* in June.

47

*Evi Bossanyi Loeb* (Mrs. J.)  
1212 Fairacres Road  
Jenkintown, Pa. 19046

*Anne Attura Paolucci* hosted a television series, "Magazines in Focus", on WNYC-TV this spring. Designed to explore the intellectual and academic journals published today, the series probed the editorial aims and policies, contents and influence of several well-known magazines. *Inez Nelbach* was named dean of the College of Liberal Arts of Drew U in April. She is a specialist in medieval literature. *Lillian Andrews Heironimus* reports that she has been busy with volunteer work since the birth of her son in 1960. She and her husband have traveled extensively in the Far East.

*Georgia Rubin Mittelman* has also kept busy with volunteer work. She's considering studying for a master's in library science. *Ann Turkel Lefer* was invited to comment on an article on psychopathology that appeared in *Playboy*. In April, she addressed the Business and Professional Club of Temple Rodolph Sholom on "Is Pornography Damaging?". Two of her recipes are included in *The New York Times Natural Foods Cookbook*. *Jane Allen Shikoh* has been conference office of the Rockefeller Foundation since 1970. She recently received her PhD in American History from NYU. *Helen Trevor Vietor* is in her 16th year of teaching and running her school of 150 students.



48

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

49

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

Marion Hausner Pauck writes from Palo Alto that she is in the last throes of writing her biography of Paul Tillich. The move from Tennessee to California was prompted by her husband's retirement from Vanderbilt and accepting a visiting professorship in religion at Stanford and Berkeley's Graduate Theological Union. They are enjoying the culture and the gorgeous landscape of that part of California. Sondra Berger Ebner is pleased to report that for the past 2 years she has been a supervisor of juvenile investigation for the Nassau Co. (NY) Family Court Probation Department. She had returned to work 6½ years ago as a probation officer after her youngest child entered school. She hopes this news will fill her classmates in as to what has been going on in her life the past 23 years.

Ruth Dossick Miller is teaching Spanish at Teaneck, NJ High School. She's also serving as Democratic committeewoman and campaign worker for Senator McGovern. Laura Nadler Israel is co-chairman of the Great Neck Chapter of the North Shore Child Guidance Assn and is a member of the board. She's studying sculpture and is into stone carving. Cecilia Schauer Reineke received her MA from Adelphi U last summer. Betty Anderson Shine received her EdM and Mary Schofield Conway received her MLS from Rutgers U in June.

Again I have sad news to report. Word of the death of Beverly Cooper Hamilton on September 16, 1970 has just reached your correspondent. Bev's adventures in Alaska, etc. always intrigued those of us who have not spent much time in another clime.

Can anyone help me locate some missing classmates? We would certainly be happy to learn the whereabouts of Katherine Christopoulos, Maria Lange Dempsey, Ursula Rudolf Dohrn, Alloway Downing, Cecilia Escobar, Patricia Freda, Elizabeth Brown Gordon, Lilia Gonzales-Holguin, Joan Gallagher Hoelle, Anna Magill, Victoria Nadler, Rose Parsons, Barbara Higbee Robinson, Alice Weinstock Schwartz, Barbara

Gardner Segal, Genevieve Wisniewski Stevens and Frances Lucas Weisse.

50

Margaret MacKinnon Beaven (Mrs. J.C.)  
Grace Church  
Millbrook, N.Y. 12545

Bernice Fiering Solomon teaches 7th and 8th grade "core" (English and social studies) full-time at the Hommocks School in Larchmont. She's pleased to be truly utilizing her American Studies background in an interdisciplinary approach. She's also developing new curricula for team teaching.

We extend our deep sympathy to Priscilla Marbury Ryan and her children on the death of her husband, Congressman William Fitts Ryan, in September.

51

Carol Vogel Towbin  
165 Park Row  
New York, N.Y. 10038

Eleanor deGrange Heath writes that she continues to enjoy her work as a psychiatric social worker in the Department of Psychiatry at Duke U Medical School. Does anyone have an extra copy of the '51 Mortarboard? Margarite Weisbrod Lindsley's was destroyed by Hurricane Agnes in June, and she'd love to find a replacement. Her address is 14929 Jaslow Street, Centreville, Va. 22020.

Correction: Apparently we confused two '51 members with similar names. In the summer issue we reported the death in Mexico of E. Wyllys Andrews IV, husband of Joann MacManus, but erroneously identified his wife as Joan Phillips, who is married to David Andrews of Clarence, NY. Our apologies to both the Mrs. Andrews and their classmates for this unfortunate misunderstanding.

52

Eloise Ashby Andrus (Mrs. A.)  
2130 San Vito Circle  
Monterey, Ca. 93940

Beatrice Nissen Greene (Mrs. D.)  
10 Plymouth Road  
Westfield, N.J. 07090

Joyce Eichler Monaco (Mrs. E.)  
126 Westminster Drive  
Sproul Estates  
Wallingford, Pa. 19086

Abby Bonime Olden graduated from the NYU Post-doctoral Program in Psy-

choanalysis last spring, and has added teaching (child psychotherapy) to her full-time practice of psychotherapy and psychoanalysis. Eloise Ashby Andrus is vice president of the League of Women Voters in Monterey, Ca. She's sorry not to make Reunion. Mitchell Schulze and Dr. Doryan Lerner, recently married, are living in Larchmont. Doryan is a psychologist. Michela, an assistant professor of child development at SUNY at New Paltz and lecturer in general psychology at the College of Manhattan Community College, is still teaching 6th-graders in the Neck.

Birgit Thiberg Morris has joined RCA as patent counsel at the D. Sarnoff Research Center in Princeton. Patricia Miller has been promoted to associate professor of English at West New England College in Springfield, Mass. Joyce Eichler Monaco is active in the AAUW, politics and church activities in the Philadelphia area. Farago Lomont reports that, although she is certified, she has been unable to find a teaching job in Illinois. Her family moved there last year. Nancy Booth Kurcke reports that she is specializing in internal medicine; she practices at Francis Delafield Hospital in NYC. Betsy Weinstein Boral has been living in Nassau, Bahamas for the past 4 years with her husband and 2 children. Sheila Brander Hass retired last year from the Lawrence High School Area Education division where she has taught French for 15 years. Joseph Lockwood's diverse Manhattan medical practice was featured in the Summer magazine of the New York Daily News in May.

Married: Mary Edson to David Smith, living in NYC. David, a partner of the NY law firm Baker and McKensie, is also an associate dean of the School of International Affairs at Columbia.

53

Stephanie Lam Basch (Mrs. H.)  
122 Mulberry Road  
Deerfield, Ill. 60015

Growing into Adolescence: A Sentinel Guide for Parents of Children Through 14, a book by Lynn Rosenblatt Minton, was published by Parents Magazine Press in October. Lynn writes that "this is a difficult period for kids and their parents!" as I should know since Timmy is now 15, Kathy 13 and Charlie 11."

Rosalind Eigenfeld Feinberg received



and in psychology from Fordham  
name.

4

*Miss Bingham Butler (Mrs. E.)*  
15 North 36 Road  
Arlington, Va. 22207

*Virginia Dale Bartlett* was appointed  
to the Quaker Valley (Pa.) School Board  
at their July meeting. This marked the  
first time a woman has served on the 11-  
member school board since its inception 7  
years ago.

*Lith Haber Minton* received her  
M.A. in educational psychology from  
Rutgers U. Her special field of in-  
terest is cognitive development in chil-  
dren. While pursuing her studies she  
was a graduate assistant in the research de-  
partment of Sesame Street. She has 3 chil-

5

*Jo Cartisser Briggs (Mrs. J.)*  
28 Overlook Avenue  
Roseland, N.J. 07605

*Sh Swartzman Schatman* received her  
M.D. from Rutgers U on June 1st.  
*E Altman Fleischer* reports that she  
recently moved her internal medicine prac-  
tice from Rochdale Village to New  
York Park, NY. She is now a diplomate  
of the American Board of Internal Medi-  
cine and is still attending physician at  
St. Vincent's General Hospital as well as  
working as director of the Beth Israel-affil-  
iated Methadone Maintenance Treat-  
ment Program, work she finds particularly  
rewarding. She sends regards to all "from  
the liberation female who never felt  
depressed."

Married: to George and *Sylvia Sim-  
on Prozan*, Rebecca Jennifer in Au-  
gust 1971. They now have 2 sons and 2  
daughters. Sylvia has returned to work  
as a television newscaster in San Jose, Ca.

56

*Antoinette Crowley Coffee (Mrs. D.)*  
13 Evelyn Rd.  
Port Washington, N.Y. 11050

Married: *Linda Nison Charlton* to  
David Murray, living in Washington, D.C.

7

*Carol Podell Vinson (Mrs. M.L.)*  
52 Henry Street  
Brooklyn, N.Y. 11201

PLEASE USE THIS FORM TO CHANGE YOUR NAME OR ADDRESS.

How do you prefer to be addressed? (check one)

Miss \_\_\_\_\_ Mrs. \_\_\_\_\_ Ms. \_\_\_\_\_ None \_\_\_\_\_

\_\_\_\_\_ first

\_\_\_\_\_ maiden

\_\_\_\_\_ married

Street \_\_\_\_\_

City, State \_\_\_\_\_ Zip \_\_\_\_\_

Class \_\_\_\_\_ Husband's Name \_\_\_\_\_

\_\_\_\_\_ first

\_\_\_\_\_ last

Check here if you want to be addressed by your husband's name  
(e.g. Mrs. John Doe)? \_\_\_\_\_

Date of marriage, if new \_\_\_\_\_ Shall we list the marriage in your  
class news column? \_\_\_\_\_

Please allow 6 weeks for processing of change of address. Be sure to include  
your zip.

RETURN THIS FORM TO: Alumnae Office, Barnard College, 606 W. 120  
St. N.Y. N.Y. 10027.

*Sue Kennedy Storms (Mrs. E.)*  
2584 N.W. Overton  
Portland, Ore. 97210

*Edith Kurcz Mico* is still living in  
England and loving it. She is working on  
a research project on adoption and foster  
care and teaching a course on pre-school  
playgroup leadership. *Helen Schuyler  
Hester* is working as a systems analyst  
for the city and county of Denver. *Rose-  
mary Corbin Orton* reports that she is  
an accounts payable bookkeeper for Gen-  
eral Electronics, Inc. She's been studying  
accounting with the International Cor-  
respondence School and is in her 8th  
year of piano study.

Married: *Barbara Salant* to William J.  
O'Connor, living in Glen Cove, NY.  
She's still teaching English at Glen  
Cove High School.

Born: to Philip and *Rita Smilowitz  
Newman*, their 4th child, Jennifer. Rita  
also reports that they moved to a new  
home and new office in Short Hills, NJ  
and that she received her certification as  
a Diplomate by the Board of Psychiatry  
and Neurology.

58

*Janet Ozan Grossbard (Mrs. L.)*  
493 Eastbrook Road  
Ridgewood, N.J. 07450

*Carol Feldman Newman* is a clinical

psychologist on the staff of the Com-  
munity Psychiatric Clinic in Bethesda,  
Md. and has become a candidate in the  
group therapy program of the Washing-  
ton School of Psychiatry.

I know that it's been a lazy summer, but  
hopefully many of you will acquire a  
spurt of energy in the fall and drop  
your class correspondent a line with  
news of yourself and your family.

59

*Marilyn Forman Spiera (Mrs. H.)*  
1700 Avenue I  
Brooklyn, N.Y. 11230

*Janet Feldman Steig* received her EdM  
from Rutgers U in June.

60

*Judy Barbarasch Berkun (Mrs. A.N.)*  
4 Charwood Drive  
Suffern, N.Y. 10901

*Myrna Neuringer Levy* received  
a master's in education in August and  
is now the reading specialist for a school  
district near Evanston, Ill. She works in-  
dividually with disabled readers and  
serves as a reading consultant to elemen-  
tary school teachers. She and her family  
visited *Carolyn Shapiro Heilweil* in  
Poughkeepsie last spring. *Donna Rich-  
mond Barnard*, a cancer specialist, has  
joined the staff of Amesbury Hospital  
Mass. on a consultant basis.



Paula Eisenstein Baker and family are off to France again so the class has a new correspondent.

## 61

Dorothy Memolo Bheddah (Mrs. C.V.)  
34-10 94 Street, Apt. 2-G  
Jackson Heights, N.Y. 11372

Martha Kornmehl Kotkes is in her 5th year as staff psychologist at a special school for children with learning disabilities. She has 4 children. After Barnard, Alice Jacoby Wolfson received an MA in audiology from Stanford and then studied pediatric audiology at London U with a Fulbright scholarship. Alice joined women's lib and was one of the leaders of the disruption of the pill hearings and has been active in anti-pill campaigns on the basis that the pill is untested and women taking it are being used as guinea pigs. She is active in women's health issues and is on the board of directors of the Women's Medical Center in NYC. Alice and Philip have one son, Noah Binh.

Pat Rosen Kaplan is living with her husband Moreson and their 2 children in a 70-year old house on Long Island Sound, where they all enjoy sailing. Pat is active in the League of Women Voters and is working to set up a day care center in her town. Brenda Furman Kreuzer is kept busy with her 3 children who are the grandchildren of Juliet Blume Furman '32 and Virginia Brown Kreuzer '29. Mary Solimena Kurtz is working as a senior editor of art books and is the staff book reviewer for *Art Gallery* magazine. Husband Stephen is an architectural writer and critic. Jo Lee Bamford Kirkland is studying Chinese scriptures and yoga while getting ready to spend 5 months with Maharishi Mahesh Yogi in order to become an initiator of transcendental meditation. Phyllis Poplack Kornguth received her PhD in pharmacology in 1968 and worked for 2 years as a post-doctoral fellow at Harvard Medical School. She's now working for her MD at Boston U Medical School. Phyllis and Martin, a graphic artist, have 2 children.

Born: to Ilan and Phyllis Hurwitz Dwivedani, Yael Haya in May '72.

## 62

Deborah Bersin Rubin (Mrs. L.H.)  
150 Rockingchair Road  
White Plains, N.Y. 10607

Harriet Kaye Inselbuch is now doing public relations work part-time in Manhattan for United Cerebral Palsy. Valentina Clark Donahue is chief resident in gynecology and obstetrics at Harvard's Beth Israel Hospital. She was the recipient of the American Cancer Society Fellowship in Gynecologic Cancer for 1972-73. Linda Roth Futterman and family moved to Larchmont in July. She is working part-time at the Brooklyn Community Counseling Center as a clinical psychologist. She received her doctorate from Boston U in 1971. Her husband Stanley teaches at NYU Law School.

Susan Migden Socolow is finishing her PhD in Latin American history at Columbia. She, her husband and 2 sons live in Plattsburgh, NY. Marsha Wittenberg Lewin reports that she is still free-lance management consulting. She, Andy and 1-year old David are firmly imbedded in Los Angeles and are delighted with their transplant from NYC. Elizabeth Foner VandePaer, still living near Barnard, writes that "I don't know if I've ever reported that I have a daughter, Kimberley Jane, who is now 5 years old." Barbara Lovenheim is an assistant professor of English at CUNY's Bernard Baruch College. Vivian Himmelweit Decter and family moved to Palm Beach, Fla. last August. She keeps busy "taking fun courses" and decorating their new home.

Alice Finkelstein Alekman was elected to her local school board in the Wilmington, Del. area. Pat Berko Wild was a delegate to the National Democratic Convention from the 24th congressional district in New York and is very active in the Party in Mt. Vernon. Barbara Kallman Weinberg received her PhD from Columbia and is teaching Art History at Queens College. Two notes from Urbana, Ill.: Rusty Miller Rich writes that she missed seeing her husband, a visiting assistant professor of political science at the U of Illinois, receive his doctorate as she was at Barnard for Reunion that weekend. Rusty taught children with learning disabilities in West Haven, Conn. for several years, but is now retired. Their daughter was born last September. Francine Schneider Weinbaum is a part-time instructor in a special rhetoric program for disadvantaged students at the U of Illinois. Her husband is also a member of the political science department. Francine writes that she is totally consumed by her family of 3 children and by her work for her doctorate in English Literature.

Married: Elizabeth Dane Oliver to Patrick Clinton, living in NYC; Irene

Chin to Robert Lin, living in Flushing NY.

Born: to Robert and Gloria Sha Feldman, Tamara Estelle in January. They live in the Bronx. To Ric and Joan Fisk Gorman, their daughter, Elizabeth Ann. To James Judy Terry Smith, Natalie Eleanor February. They live in Palo Alto, Ca. and spent the summer in Alameda. To Frank and Esta Kossack Friedlander, Emily Allison in March '70. To Bob and Dorothy Lukas Friedlander, James in May.

Class officers for the next 5 years were elected at Reunion. They are: president, Joan Rezak Sadinoff; vice president, Nancy Kung Wong; secretary, Leah Oran Bersin Rubin; treasurer, Leah Benjamin Hirschson; fund chair, Alice Finkelstein Alekman.

Please keep the news coming.

## 63

Elizabeth Pace McAfee (Mrs. R.)  
2709 McKinney Street  
Burlington, N.C. 27215

Rachel Blau DuPlessis has prepared an anthology on American women, Masson et Cie., a Paris textbook publisher, that included the article on the Class of 1965 that appeared in the Summer 1971 issue of *Barnard Alumnae*. Barbara Greenhouse Lane, an assistant professor of art at the Camden campus of Rutgers U, received a summer fellowship from the Rutgers Research Council. She will use the \$1,000 grant for study of The Hours of Catherine of Cleves.

Married: Sally Hill to Gary Tover, living in London.

## 64

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

Rita Stein has informed us of the happy news that she received her PhD in English from Columbia last May. Klenbort Winston received her PhD from Yeshiva U in June. Janet Iain Diggs was the principal speaker at the commencement exercises of Dutchess (NY) Community College in May.

Born: to Allan and yours truly, our class correspondent Susan Kelz Sperling, our 3rd child and 1st daughter, and Kendra in June '72. Her 2 brothers seem genuinely proud of the new and only other redhead in their household. Naturally, the parents are thrilled with novelty too.



*Linda R. Lebensold*  
29 Sedgwick Avenue  
Bronx, N.Y. 10468

*Karen Farless Rhodes* and family live in Tonawanda, NY where she is a school psychologist and her husband Robert is an assistant professor of sociology at SUNY's Binghamton campus. Their daughter is one year old. After teaching for 2 years, *Dana Ruth Cohen* received a PhD in Romance Studies (French literature) from Cornell in 1971. She is looking for a college teaching position in French or comparative literature. *Susan Gerbi* writes from Tübingen, W. Germany where she's finishing a 2-year post-doctorate at the Max Planck Institut für Biologie and has enjoyed the opportunity to travel through the European scientific community. This summer she joined the Brown University faculty as assistant professor of biology, having found that women scientists are much in demand these days.

*Wen Pu Taylor* and husband *Carl* have been living in Mandalay for the past year and a half. Carl is the American Consul and the 2 of them substitute the entire American population there. After 2 months back home they returned to Rangoon for their 2-year Burmese tour. After receiving her MSW, *Sharon Klayman Farber* is working as a psychiatric social worker at Ham Hospital. Husband *Stuart* is a dentist. Sharon's letter was prompted by the fact that her marriage was the only item about her to appear in the class since graduation. Also expressing interest at the column's "male chauvinist" is *Barbara Sheklin Davis* who wishes to emphasize that she's teaching at Onondaga Community College, not husband as previously reported. Barbara writes out that she's "not quite ready to be a housewife role exclusively" as she worked too hard for her PhD. I share in *Barbara* and *Barbara's* pride in their accomplishments. Women's lib or whatever you want to call it is here to stay. Let me hear from the rest of you—the best way to be sure that the whole story is told.

Married: *Toby Fishbein* to *Maurice* in June '71. *Maurice* teaches physics at Essex County College in Newark and *Toby* does social work at the Bronx Veterans Administration Hospital, having received her MSW from Columbia.

Born: to *Samer* and *Paula Teitelbaum* in June '72.

## 66

*Emmy Suhl Friedlander* (Mrs. D.)  
315 Avenue C  
New York, N.Y. 10009

*Charlotte Paiken Abramson* has returned from a 3-year stay in Jerusalem where she was studying for a master's degree at Hebrew U. She and husband *Joel* (Columbia '64) are now living in Silver Spring, Md. where *Joel* is a lawyer with the SEC. *Charlotte* is working at the Israeli embassy in Washington. *Alice Rubinstein Gochman* was recently promoted to senior editor of *Gourmet* magazine. She reports that *Stephani Cook Siegel* is an abortion counselor in a clinic in NYC while working toward her master's in family and community relations at Teachers College. *Judi Tabibian Kurjian* is a contented homemaker in Brooklyn. *Judith Pinsof Meyer* is attending Cornell Law School.

*Deborah Rosenberg Roach* is planning coordinator of the Family Planning Division of the Tennessee Department of Public Health. She is also a member of HEW Secretary *Elliot Richardson's* Advisory Committee for the Rights and Responsibilities of Women. Husband *Bill* (Columbia '66) is in his last year at Vanderbilt Law School. *Lynne Moriarty Langlois*, a teacher at the Norwich (Conn.) Free Academy, received her MA from Connecticut College in June. *Jane Rotman Altman* writes that she and *Bob* have moved from Boulder to Lawrenceville, NJ, where *Bob* will be director of the Graduate Record Exams for the Educational Testing Service. *Alice Shapiro Leff* was awarded a Kinne Fellows Memorial Summer Scholarship by the Columbia School of Architecture for travel and study.

Married: *Constance Hess* to *Sankey Vaughn Williams*, living in Atlanta, Ga.

## 67

*Toby Berger*  
336 Ft. Washington Avenue  
New York, N.Y. 10033

*Catherine Fiola Brogan*  
19 Agassiz Street, Apt. 33  
Cambridge, Mass. 02140

*Carol Stock Kranowitz*  
4440 Yuma Street, N.W.  
Washington, D.C. 20016

*Sharon Zukin* received her PhD from Columbia in June. She had been a faculty fellow in the department of pub-

lic law and government. *Jane Lewis Gilbert* and *Steven* continue to enjoy living in Philadelphia. Both are associated with the U of Pennsylvania; *Jane* is a lecturer in public policy analysis and *Steven* is a resident in psychiatry. She'd love to hear from classmates in her area. *Mimi Yee-Ching Wong* reports that, for professional reasons, she has changed her name to *M. Monica Wong*. She is on overseas assignment in Belgium for First National City Bank.

Married: *Mai-Lan Rogoff* to *Hendrik Broekman*, living in Lebanon, N.H. She is doing her residency in psychiatry at Dartmouth's hospital there. *Hendrik* is a harpsichord maker.

Born: to *Arthur* and *Adrienne Aaron Rulnick*, *Aaron Mordecai* in June '72.

## 68

*Linda Rosen Garfunkel* (Mrs. R.J.)  
122 Greenacres Avenue  
White Plains, N.Y. 10606

Only 3 pieces of mail this month. The rest of you must be leading very dull lives. To fill some space and make my writing interesting (to me at least), I shall tell you what I've been doing. My husband and I are both working very hard in White Plains for the election of *George McGovern*. We are both district leaders for the Democratic Party in White Plains. I'm in my 4th year of teaching in Sleepy Hollow and my husband remains a commuter on the good old Penn Central.

Enough of me and now for some of you. I received a note from *Maggie Rosenblum Hammerschlag*. She and husband *Paul* have moved to Seattle for their pediatric internships after completing their studies at Einstein. In 1974 they will move to Boston for *Paul's* residency at Massachusetts Eye and Ear Infirmary. *Maggie* is now applying for infectious disease fellowships—Good luck.

*Andi Smith* wrote from Berkeley that she is studying for an MA in Journalism—quite a change, she says, from *Vogue* in NYC.

*Susan Seader Charlop* received her MLS from Rutgers U in June.

Well that's it. I'm sure I'll have some important news for the next issue.

## 69

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

Any alumnae in Birmingham, Ala.?



Mary Lang McFarland, baby Rebecca Jean and husband Ward are off to the South from Connecticut as he begins his internship at the U of Alabama Medical Center. Pat Dooley Kidder wrote in beautiful italics that she received an MPhil in English literature from Yale. All that's left now is the dissertation.

Here's a terrific letter from Martha Gaber Akkanen that I'd like to share with you in total: "So people are just getting married and having babies back there? As president, secretary and only member of the Helsinki Barnard Alumnae Club I am happy to report that life is going well for us girls. Here in Finland we have just gotten our first woman governor, a woman has been appointed to an important position in the UN. In addition, my mother-in-law has begun to realize that she has a personality of her own and my strict, retired policeman father-in-law has learned how to apologize. What I mean is that the Finnish woman is in pretty good shape, especially compared to the American one, even though there is still a long way to go. I personally am one of the lucky ones with no work problems. All radio and TV personnel get fixed rates; there is no way to discriminate. I'm beginning a news series called "The Finnish Woman." As for life with a Finnish man, since we both work, we divide the housework. I cook and he washes dishes. We both wash clothes and hang them to dry. I'm the family banker. Now that I think back on what I've written, I'm not sure what I'm getting at. Maybe I just want to convince you that it's easier to be a woman—or more satisfying—in Finland, than in the U.S. . . ." Well? What do you all think about that? As for having babies—Wow, I never meant to debunk THAT at all. As a matter of fact, I'm thinking more and more along those lines myself.

Nancy Meyer Linzner, married to Charles Linzner in November '70, writes that she continues to use her maiden name for almost everything, particularly in her career as an investment banker. She has become corporate secretary and treasurer of the Krambo Corporation and is concentrating on private placement financing and capital-structure credit analysis. Leslie Stashin Meltzer has begun her psychological internship at New York Hospital's White Plains division after completing 3 years of course work at Adelphi U. Her husband is an intern at Montefiore Hospital. Justine Mee received a Kinne Fellows Summer Scholarship from the Columbia School of Architecture.

Married: Carolyn Chaliff to Daniel Stein, living in Birmingham, Mich. Carolyn teaches French and Daniel is a resident in obstetrics/gynecology. She'd like to hear from any of you in the Detroit area. Rhoda Ruditzky to Uri Possen, living in Ithaca, NY.

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Eileen McCorry  
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Margie Kieffer received an MSW from the U of Pennsylvania in May. She plans to work in Philadelphia. She reported that Ruth Lubka married Steve Elinsky in July in West Hartford, Conn. Joan Simon Rongen wrote from Oslo, Norway that she received an MA in Art History from Columbia last December. She is on leave this year studying modern and medieval art at the U of Oslo while Ole is teaching and studying Chinese as a research assistant in the East Asian Institute there. Susan Dach received her MSW from Hunter College in June. Priscilla Jones Broudy is studying for her master's at the Bank Street College of Education.

Ronne Weiner received a Kinne Fellows Summer Scholarship from the Columbia School of Architecture. Deborah Weissman is a member of a women's group that is questioning the role and second-class status of women in Conservative and Orthodox Judaism.

Married: Doris Jami to Richard Licht in June, living in Providence, R.I. Doris is a senior at Harvard Law; Dorothy Uрман to Howard Denburg, living in NYC where Dorothy continues to work in the Barnard Admissions Office and he practices law while studying for his master's in law at NYU.

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Andrea Guterman is studying for her MS in epidemiology at the Columbia School of Public Health. She has a federal grant for the study of the epidemiology of mental retardation. Laura Siegel is in a PhD program in classical art and archeology at Yale. She reported that Amelia Anzalone is studying at Georgetown Law. Barbara Ballinger Buchholz

is happily enrolled at Hunter in a creative arts master's program. She's concentrating in painting and printmaking.

Marjorie Greene Kafka is teaching art at Midwood High School in Brooklyn. Wendy Koso is studying for her master's in English at Bryn Mawr. Sally Lane has been working as a copy reader of "deskman" at the Trenton Times, a daily paper with a circulation of 89,000. She writes headlines and edits stories. Anne Pierpont Lehr is studying medieval history at Columbia and loves it.

Robin Geist spent a year working as an editorial assistant in the high school literature department of an educational publishing company in Chicago. She wrote biographies of English writers and footnotes to the double-entendres in Elizabethan literature. She then left to start her own public relations agency which has been in operation since June. Robin writes that going into business for herself is "an ultimately grownup thing to do, and very scary at times, but I adore working for myself in a field where I don't have to apologize for a bubble gum-in-a-silver bowl philosophy". Victoria Taylor received her MAT from Harvard in June.

Your correspondent and husband Amanda had a lovely 10-day vacation driving through Nova Scotia, New Brunswick, Maine and New Hampshire. She began work as assistant librarian in the cataloging department of the Teacher College Library at the end of August.

Married: Karen Tucker to Jerry Avorn, living in Nahant, Mass. Karen received her MA from the Harvard Graduate School of Education and is teaching in Walpole, Mass. Jerry is a 4th-year student at Harvard Medical School.

## 72

Ellen Roberts  
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Caren Deane was awarded a ROTC Tilden Scholarship for study at NYU Law School. The Family/Style page of the New York Times on May 18th featured Ruth Steinberg and titled the article "This Barnard Girl Can Cook And Tend Bar Like a Pro".

Married: Carol Yahr to John Tucker living in Boston. Both will work in the Mayor's Office of Cultural Affairs. The Marcia Eichenbaum to James Lehman living in Cambridge, England. Marcia is studying Hebrew at Girton College. James is reading history as a Kell Fellow at King's College.



## *AABC News and Notes*

*By Blanche Kazon Graubard '36*

To return to Barnard is a stimulating experience. I am grateful to the alumnae for bringing me back. The young people create an electric atmosphere; the administration and faculty, a warm and illuminating one. If there is despair, it is not evident. There seems to be a sense that it is difficult, but exciting, to be young, and that it is a great time to be a woman.

The freedom of choice, the number of personal and professional options the Barnard students have today is impressive. In addition, one is impressed by the palpable changes on campus—fewer requirements, co-ed dorms, women in Columbia classes and men in Barnard classes. But some things seem never to change. At meetings of incoming students, there are the same urgent questions about part-time jobs, scholarship funds, and emergency loans. Different life styles sometimes obscure the fact that for most students today the path to a completed liberal arts education is indeed very stony.

At Reunion and at other alumnae meetings, we have realized how much Barnard graduates wish to share in the life of the College. Nora Lourie Percival, Director of Alumnae Affairs, has pointed out that if the alumnae organization is to remain an effective instrument of alumnae-college relations, we must be aware of our changing constituency.

Class list statistics show that more than 50 per cent of our membership graduated after 1950, and 33 per cent after 1960. We must develop imaginative new programs if we are to meet the needs of these younger alumnae. Traditionally, Barnard alumnae were involved with their class organization and, perhaps, with their local alumnae group. More recently our alumnae may have entered college with one class, dropped out to work for a period, and graduated with a different class. Sometimes they spend a year or two at one college and then transfer to Barnard. Their jobs, graduate work, or husbands' jobs often take them to many cities in this country or abroad. What are the needs and interests of these peripatetic young graduates?

Are the needs and interests of our older alumnae group also changing? More and more women of all ages are returning to school, entering or reentering the labor market, becoming more directly involved in civil endeavors. How do we find a valid meeting ground for our alumnae? By their academic field, or by their decade, or through mutual social concerns?

We do know that most alumnae are eager to share the intellectual excitement on the campus. For those in the New York area, it is comparatively easy. They can attend the Gildersleeve Lectures, participate in various college activities, or come back to audit classes, choosing from an almost bewildering abundance of offerings. For the increasing number of alumnae outside of New York, it is more difficult. We hope to have regional council meetings in several cities this year. We can provide members of the faculty and administration to speak at alumnae meetings across the country. We plan to make the Gildersleeve Lectures available on tape for use by all the clubs. We are already working with some clubs in college-directed study seminars.

We need to learn more about the needs of our alumnae so we can better maintain communication between the Barnard family at college today and those who were here yesterday. We need your guidance as we search for ways to develop new directions for alumnae activities. We need to hear from you. Won't you take the time and trouble to give us your views?



# RENAISSANCE SPRING

An alumnae tour to the enchanting Renaissance cities of Italy is being planned for Spring Vacation week, March 10th to 18th. This will be the kind of trip which our graduates most enjoy—a tour which brings alumnae together in an exciting city, with free time to visit the great cultural monuments in congenial company, with opportunity to meet local alumnae and enjoy a brief holiday economically yet comfortably.

Come with us to explore the ancient glories of imperial Rome and the art wonders of Florentine palaces, the haunts of the Medicis and Michelangelo, the mysterious Etruscans and the dissolute Borghese . . .

We will fly to Rome for the first half of the trip, then travel, by way to Spoleto, Assisi and Perugia, to spend the rest of the week among the Renaissance splendors of Florence. Optional side trips can take you to other ancient landmarks.

Have you ever watched the 'golden light of Italy' flood the rosy roofs of Florence in radiance? Gazed into the ruins of the Forum from an emperor's garden on the Palatine Hill? Stood among the apostles above the monumental facade of St. Peter's? Browsed for bargains in the 'straw market?' Climbed the twisted streets of ancient Tuscan hill towns?

The total cost of all these delights is just \$430 for the 8-day tour, and this covers all transportation, hotels, guided sight-seeing in both Rome and Florence, all breakfasts and a special 'get-together' dinner. An optional dinner plan is also offered at \$38 additional.

Detailed itineraries and reservation forms are available on request from the Alumnae Office, 606 West 120th Street, New York 10027. Or call 212-280-2005.