

THIS IS WSSF WEEK

Barnard Bulletin

Vol. XLVI, No. 17 Z-476

NEW YORK, N. Y., TUESDAY, DECEMBER 2, 1941

PRICE TEN CENTS

Debaters Tryout For Club

Discuss Values Of International Relations Course

The value of a required course in international relations and the relative merits of northern and southern boys were the subjects of two debates conducted by the Debate Club last Friday in the Conference Room. Participants consisted of students who are trying out for membership in the club.

Maintaining that a course in international relations was an essential part of a liberal education; Shirley Boteler '43 and Sue Weiss '45 upheld the affirmative of the question: Resolved: *A course in international relations should be required in all colleges.*

Such a course is practical, too, they maintained, in that it would enable citizens to have a better insight into public affairs and to have a well-founded standard for electing officers of the government.

Joyce Field '45 and Eleanora Simone '45 who presented the negative view on the question, held that the insistence on required courses without a sufficient reason, marked a retrogression in educational theory.

Bertha Guilhempe '44 and Ethel Weiss '44 were the supporters of the proposition, Resolved: *Northern boys are more attractive than southern boys.* Stressing the innate courtesy and charm of the southern boys as well as their well-tanned handsome appearance, Joan Wright '45 and Jessie-Edith Scott '45 took the opposing view. "Northern boys," they said, "have inferiority complexes."

Boogie Minus Woogie Or: Bogey Minus Yogi

by The Two Who Came Back

It was a Thursday afternoon. We were dragging our weary bones to the smoking room. We didn't demand much of life—just a smoke and a chair to plunk into. So we shoved tiredly against the door, and WHAM! it flew open into a room of darkness. Dark, dark darkness. Suddenly a loud "shh" hurtled through the smoky space. And from the left corner a small red glow wriggled toward us.

The glow proved on close inspection to be the end of a butt. Closer inspection showed that there was a girl behind it. "Go away," she whispered, "go away. Someone's being hypnotized". With this she faded away into the inky darkness.

But we had heard too many Ellery Queen mysteries to stop here. We decided to follow that girl. We clawed through the smoke

Two-Page Bulletin Meets Emergency

An issue of *Bulletin* was not scheduled for today. But in view of pressing issues, the Managing Board felt it their duty to bring to the students a publication of latest developments. This two-page issue is the result.

Sally Falk Discusses Curriculum

Editor's Note: The Managing Board has invited Sally Lou Falk, Curriculum Chairman, to discuss the problems of her committee and its plans for solving them. Her answer follows:

I have recently been made Chairman of the Curriculum Committee and in that capacity I have been the recipient of suggestions from students on how Barnard could be improved. Having spent two years in this institution I've heard and participated in many of the discussions on "I wish they'd—" and "I hate—, it's so unnecessary." Naturally, I haven't spoken to everyone, not being a census taker in my spare time, but I have heard many suggestions. The Curriculum Committee can find out what everybody thinks by means of polls and questionnaires and will find out.

So far the issues I've heard brought up are these:

1. A pre-exam reading period in which to review the term's work, thus eliminating the unfair advantage had by students who don't have exams until late in the exam period, and making it possible for everyone to do better.
2. Sex hygiene lectures in the Freshman year, because sex is one of the important problems of

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Fund Graph Mounting Slowly

Contributions Low In Comparison With Last Year's Drive

For the past four days a graph placed on Jake has been recording the amounts contributed by the classes to the current WSSF drive. According to the committee, the graph is not rising with the expected speed. During the first few days of the British War Relief drive last year several hundred dollars were collected.

The program that the WSSF committee has had to carry out, has been primarily to educate the students in the work that the fund carries out. Pamphlets and letters have been sent to every member of the school explaining the concrete work accomplished; who directs the fund, exactly where all the money goes, and that in no instance has money fallen into Nazi hands.

The committee hopes that by this time these questions have been satisfactorily answered. Each girl is being approached by a member of her class, for her individual contribution. If, however any girl has not yet been contacted she can buy her WSSF button on Jake any day during the week at noon, and give her contribution of fifty cents or over to the members of the committee. "Wear a WSSF Button"—is the slogan of the week.

Faculty Replies To Issues Raised By Student Body

Clark, Mesnard And Bold Give Ideas For Student And Faculty Cooperation

To The Editor of *Bulletin*:

Of course, I can answer your "open letter to the faculty" only as one individual person and member of that faculty. It seems to me a very healthy sign to have students concerned with the same problems of curriculum which we, as faculty members, so constantly worry over and discuss. There, I should like to offer you my cooperation. I shall be glad to take part in any forum you arrange or to help you on a committee concerned with your interest in the College curriculum. I have long believed in increased faculty-student contacts, and yet, I feel the initiative should come from the students themselves, else the contact is apt to become just another "college affair" imposed by the faculty. Now that you have taken the initiative, I can only say I shall be glad to help you in any way which lies within my power.

Sincerely yours,

Jane Perry Clark

An Editorial

Progress And The Press

Bulletin once again is reporting. That is the function of a newspaper. But more than reporting, a newspaper must take the lead in synthesizing, clarifying and making vocal public opinion.

And that is just what *Bulletin* is doing in articulating the new sweep of interest in faculty-student relationship that has broken down the static wall of student apathy.

When an issue has been kept alive for three weeks, when letters are continually being received from both student and faculty, when the student body is aroused—that is news. And it is news of such importance that it must not be allowed to die unsung on the lips of those

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Present Fall Production December 5, 6

No doubt you've seen those glaring blackboards "Distinguished Gathering" December 5 and the red and white posters shouting the same thing. That shouting has not been without reason. For on that date in Brinkerhoff Theatre, Wigs and Cues will present at its New York premiere the James Parish play.

The invited guests include Dean Virginia Gildersleeve, Dr. Christina Grant, Miss Martha Maack, Dr. Gulielma Alsop, Dr. and Mrs. Cabel Greet, Dr. and Mrs. Basil Rauch, Dr. and Mrs. S. Stansfeld Sargent, Dr. Gladys Reichard, Mrs. Annie Nathan Meyer, Professor and Mrs. William Brewster and Roberta Hadley.

N.S.

Offer New Welfare Jobs

Open Juvenile Aid Work To '42, '43

Volunteer positions as aids to the Juvenile Courts are available to Barnard juniors and seniors, Jane Devonshire '42 and Carol Cambon '42, co-chairmen of the Social Service Committee, have announced.

The work, which will be done through the Big Sister Organizations, will consist chiefly of the following up probation cases. This will include checking on the child's home life, her recreational facilities, and how she is getting along in school and with her playmates, and will require two afternoons a week.

Students who are interested in this volunteer service can obtain detailed information from the Social Service Office on the second floor of Barnard Hall any day between 12 and 1 o'clock. Applicants for the positions will be interviewed by Dr. Christina Grant, Social Affairs Director.

Most of the time will be spent with the child, and not in the agency. This time will be spent taking her to the movies, helping her with her lessons and, in general, being a "big sister" to her.

"There are no special requirements, such as being a psychology or sociology major," Miss Devonshire said, "but it's still a grand opportunity to do some worthy and interesting volunteer work."

Games Committee Will Discuss Plans

The Central Committee for the 1942 Greek Games, will meet today at 12:30 in the Greek Games Room, Barnard Hall, Mavis Hayden, sophomore chairman, and Patricia Cady, freshman chairman, have announced. Themes for entrance, lyrics, and the dance will be discussed.

Greek Games will be held on Saturday, April 18, 1942.

Benedict Delivers Address

Shows Problems Confronting Anthropologists

by Bella Strauss

The problems in anthropology are legion. Friday afternoon, November 28, Dr. Ruth Benedict, distinguished anthropologist of Columbia University, traced the history of methods in anthropology, the influence of the Darwinian thesis on that science, pointed out the close cooperation possible, and in part realized, between anthropologists and psychologists, and presented some of the more important problems confronting anthropologists.

In the past it was the problem of anthropologists to discover of what component parts a culture was made. Dr. Benedict illustrated, in her book, *Patterns of Culture*, that among all primitive people there existed, in varying degrees, certain political, social, religious, and economic institutions, and that each primitive tribe seemed to possess some esthetic affirmations. But in the attempt to discover the nature of culture patterns, prime factors were overlooked. These factors, now partially brought to light, have become the major problems of present day anthropology.

Dr. Benedict stated several of these problems. What interaction obtains between a primitive and his culture? What behavior patterns have originated and grown in the primitive as a result of this association? What consequence does the social order have for human nature, and by what mechanisms, psychological, technological, or ideological, has the primitive gained control over his environment?

Anthropologists have answered

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Vocational Group Holds Interviews

The Vocational Committee interviews are to be held on December 10 rather than on December 3, as announced by the Committee in the November 21 issue of *Bulletin*. They will be held by Miss Marguerite Coleman and Miss Frances Smith, representatives of the State Employment Bureau, who will answer questions concerning the preparation required and discuss the vocational possibilities in various fields. Both Miss Coleman and Miss Smith are alumnae of Barnard College.

A poster will be on Jake until December 10 and during the week of December 1 there will also be a table on Jake from 11:50 to 12:20, where students may sign up.

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Barnard Bulletin

Published semi-weekly throughout the College Year, except during vacation and examination periods by the students at Barnard College, in the interests of the Undergraduate Association. Entered as second class matter October 19, 1928, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Subscription rate: \$3.00 per year; single copy, 10 cents.

Vol. XLVI Tuesday, December 2, 1941 No. 17

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Progress And The Press

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who feel momentarily aroused.

We have seen constructive movements rise and then fall for lack of coherent integration and forceful channels of influence and appeal. We know this will not happen here. The faculty is interested and sympathetic. The student body is interested and sympathetic. Our purpose is to collect this interest and sympathy in whatever form they may appear, to present from these diffused views a concrete outline, to develop a workable plan from idle ideals.

For the present, *Bulletin* is the channel through which faculty and students can best meet. To carry out its proper functions of informing the college, the newspaper must have complete and uncensored freedom in its editorial columns. This we have.

It is true that there are other effective means by which student opinion can be expressed and met. But many of these means are not known by the students, many are impeded by organizational difficulties, and many are seriously hampered by red tape.

Bulletin cannot correct these difficulties, but it can and intends to bring them to the attention of the people involved with all the strength that a newspaper possesses.

This is not a declaration of war. There are some who erroneously consider that any faculty-student negotiations must necessarily involve antagonism and conflict. This is a complete misconception.

Both groups seek a means of achieving a revised set-up and a new relationship. Cooperation is the keynote; progress is the result.

The Managing Editors

Faculty Answers Open Letter; Clark, Mesnard, Bold Write

(Continued from Page 1, Col. 4)

student and faculty member are after all human beings united in a common effort. This effort cannot succeed if it consists only of note-taking, examinations and grades. It is a mutual enterprise in which teacher and student cooperate, and it is not limited by the ringing of a bell or by the subject matter of the course. The personality and particular interests of the teacher will of course be more readily apparent to the student, than those of the student will be to the teacher, especially in a large class. This is bound to be so for the teacher is outnumbered by the students.

The burden in some measure falls on the student, therefore, to make herself acquainted with her teacher. It is true that social opportunities in the form of teas and receptions are already available. Have these failed? Certainly not entirely, but they represent only one solution. Do they not fail in their purpose to some extent because they represent conscious and deliberate efforts to provide contacts? The most obvious and natural way for a teacher and student to become acquainted is through the medium of the subject matter which we may assume is a common bond of interest between them. The laboratory sciences undoubtedly offer more opportunity than large lecture classes in this direction. However, contacts should transcend both laboratory and lecture room.

The writer was amazed to hear a last year's graduate state only yesterday that she always had "wanted to tell Professor . . . how much I enjoyed her course (even though I made a C

in it) but I didn't dare." Surely this attitude is unnecessary and exaggerated. There are other hours in addition to the formal office hours during which many faculty members are available for consultation, and during which a few minutes respite in the form of a chat with a student would be most pleasant. The subject of the conversation need not necessarily be academic! A few minutes spent in this way are a good investment for both parties, and the writer is convinced that no faculty member would begrudge the time. Were he simply overwhelmed with work which had to be completed within a certain period, he would probably politely state this fact, and suggest a more propitious hour.

It seems to this writer that one possible solution to the problem of faculty-student contacts is this: try to get to know your instructor first through the most readily available medium — the subject which you are both working on; you'll find it easier then to understand what he's driving at in class, and you'll have something to say when you meet him on the campus or even at a tea. He or she may go so far as to invite you to an informal cup, if you insist on tea—it's being done already and has been for many years in some departments. One more suggestion may be deserving of consideration: the Columbia College students invite groups of their faculty to dinner from time to time at John Jay Hall, and talk with them informally during and after dinner—why not take up the custom at Barnard?

Very sincerely yours,

Harold C. Bold

Curriculum Committee Will Poll Students On Changes

(Continued from Page 1, Col. 3)

the college girl, and sex education is important for her health and mental well-being.

3. A required and integrated sociology, history and government course in lieu of the present history requirement, because it will help make her a better adjusted individual as a student, as a citizen, as a wife, as a mother.

4. Unlimited cuts for all B students after freshman year.

5. Extended conference and seminar system.

The Curriculum Committee would like you—students and faculty alike—to consider these issues and suggest others that would bear discussion. Faculty and student grievances should be brought to light. Proposed discussions will make it possible for the students to address the faculty, and the faculty the students, without too much formality. Expression without red tape. Not that the parliamentary method should not continue, for otherwise a large group could not discuss anything; but a reasonable compromise could be effected.

There must be reasons why the problems I have heard brought up exist today. The students who suggested these issues should have an opportunity to ask the faculty as a group, not individually, why and how the college rules came about. If, after hearing the faculty reasons, the students still find the rules unnecessarily limiting, they should be able to give their arguments. This will, I hope, very soon be possible through the cooperative effort of both students and faculty. There have been individual opinions of the faculty of-

ferred and all those I have heard seem favorable toward such discussions. It looks as though faculty-student relations should be improved very soon.

Student Opinion

Madam Editor,

I greatly fear that the anonymous sophomore who stated "the other side" to the questions brought up in the Agony Column of some issues past misunderstood the meaning of the agonizers by proxy when they said that "Barnard students were wearing themselves out instead of taking notes and listening to lectures and making themselves heard." Nowhere did they propose that students monopolize the class hour with a lively rendition of the facts of the course whatever it may be. Nor did they suggest that lectures be done away with. They did not advocate a dialogue by any small group of students who would by their ability to shout the loudest and the longest push the "timid soul" from the picture. They said simply that "We need smaller classes, pre-exam reading periods, more specialization and greater academic responsibility." That "there are too many courses with too little credit, too many curriculum requirements, too little integration of courses." Since that column first appeared much has been done to alleviate the deplored situation and much more is to be, and will be, done shortly. Therefore, O Sophomore, we be not on "the other side".

Sincerely yours,

Norma Shpetner '43

About Town

Note To Barnard:

ABOUT TOWN wishes to call your attention to a dynamic change in policy which will take place in the next issue.

We have long felt that you were losing interest in our attempts to tell you what is going on through our policy of reviewing current plays and movies—sometimes, weeks after they arrived.

An experiment of more complete coverage was tried in the "Odds and Ends" column of last week. Your comment was approving. Therefore, we are instituting a new system.

The make-up will no longer consist of three long reviews. Instead, we will feature that item which we feel is especially deserving of your attention; and include in annotated form everything else of interest.

We'll be interested in your reaction.

"SUSPICION"—

When writing a review of a movie which Alfred Hitchcock directed, all the well-worn adjectives are dragged out, brushed off, and arranged in order. This one is no exception.

Mr. Hitchcock's use of photography and music is masterful; and there is no director in the business who is his equal in the building of suspense. He has a well-trained touch, and his results are uniformly excellent.

In this particular picture, the ending is rather forced. The last few moments go by so fast that it is difficult to follow the action, but the impression of artificiality remains. However, both the chief characters are so well-done that we were, we confess, relieved when the plot swerved and the tragedy was averted.

Joan Fontaine, whose work lately has been among the finest

on the screen, turns in another job as good as her surprise performance in "Rebecca". There is some slight similarity between the two parts, but she has not become stereotyped. On the contrary, she is unaffected and thoroughly satisfactory.

Cary Grant, whom not even his most ardent admirer—and we certainly come under that heading—could call an actor, is charming as usual. Although he does not contribute a superlative job, at least he stays in character and does not spoil the total effect. He is well-cast; and it is a distinct pleasure to watch him.

On the whole, the movie was very good; and the slight flaw in the ending did not weaken the structure too much, and certainly sent the audience out happier than the expected one would have.

M.M.

Benedict Addresses Club

(Continued from Page 1, Col. 6)

these provocative issues only partially as yet: they are a real contribution. But value lies in the method of approach as well as in the answers. Cultural phenomena must be explained in terms of the culture in which they manifest themselves, not in terms of any other culture. Thus illogical comparisons, resulting in faulty interpretations, are avoided.

Finally, Dr. Benedict pointed out with the penetration of whites into native cultures, native institutions have undergone radical change. The study of the problems involved is proving not only to be an analysis of social

change in primitive tribes, but is as well leading to greater understanding of fundamental processes in society at large.

Germany and Italy have been the scene of radical culture change within a decade. Institutions of state, church, family, the entire cultural heritage of these countries has been altered almost beyond recognition. It remains anthropology's largest problem, to place before the peoples of the earth who still can call themselves civilized, knowledge of the nature of man and his social institutions, that will help to eradicate the false beliefs which breed prejudice among men.

If You Want Your Opinions
 Carried Into Action
 WRITE TO YOUR
 CLASS REPRESENTATIVE

1942

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1943

Roberta Bradford
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