



G. & S. Society Offers 'Yeomen of the Guard'

Barnard Musical Group Prepares First Production of Season

"Yeomen of the Guard" the current production of the Gilbert and Sullivan Society will be presented Tuesday November 28 through Saturday, December 1 in the Minor Latham Drama Workshop. The story of "Yeomen of the Guard," involving a series of plots and underplots, is the tale of a nobleman's escape from the Tower of London Colonel Fairfax has been confined to this tower to await his execution. His last request is to marry a young woman to inherit his fortune which will otherwise go to his evil cousin.

Cast for Production

Sarah Pietsch '57, president of the Gilbert and Sullivan Society, describes this operetta as "the most lavish of all the society's productions to date." Included in the cast are Leon Sartran '57C as Jack Point, Karen Gumprecht Komar '58, as Elsie Maynard, Evelyn Lerner '58 as Phoebe Meryll, and Beverly Robinson '57C, as Colonel Fairfax.

Separate girls' male choruses make this one of the largest casts ever assembled by the organization. The production staff includes Arthur Komar, Dan Stein, and James Austin.

The presentation of "Yeomen of the Guard" marks the fifth season for the organization. Past presentations include "Iolanthe," "Pirates of Penzance," "Gondoliers," "Ruddigore," and "Trial by Jury"

Benefit Tickets

The New York Barnard Club has arranged to sell from fifty to one hundred benefit tickets for the opening performance to raise funds for the proposed library Alumnae will attend the operetta as part of the Mother-Daughter Day activities.

Students who are interested in ushering at any of the performances may sign up in Hewitt Hall and on Jake.

Fox Explains Grad School Requirement

William T. Fox, professor of international relations at Columbia University, spoke on "The Graduate School" at the second in the current series of senior conferences last Thursday.

He pointed out that admission to graduate schools depends on the candidate's academic standing and score on the Graduate Record Examination, taken in the senior year. Professor Fox cited the "B" average as a minimum prerequisite for those planning to extend their education beyond college. He explained that the academic standing of the university and the individual are taken into consideration by admission boards. This special review benefits foreign students who may be unfamiliar with standard testing procedures.

Aspirants to fellowships or assistantships should have no less than a B average, Mr. Fox continued.

The choice between a large, diversified university and a small, homogeneous university depends on the student. In general, Mr. Fox observed, there is more responsibility and less restraint in a large institution than in a small, closely-knit one.

Pres. Names Saulnier Chairman of Council

Dr. Raymond J. Saulnier, professor of economics at Barnard and former executive officer of the department, has recently been appointed chairman of the Council of Economic Advisers by President Dwight D. Eisenhower. Dr. Saulnier will succeed Dr. Arthur F. Burns whose resignation becomes effective Saturday, December 1.

A member of the Barnard College faculty since 1938, Professor Saulnier was granted a leave of absence by President Millicent C. McIntosh in 1954, following his appointment as a special consultant to the Council of Economic Advisers. He has been granted an additional leave until 1958 to accept the position as chairman of the Council.

Council's Function

The New York Times describes the work of this council as having the sensitive task of detecting trends in the American economy. President Eisenhower called the agency "a vital center of economic intelligence."

Prior to his appointment, Professor Saulnier served in an advisory capacity to the Board of Governors of the Federal Reserve System, the Housing and Home Finance Agency, the Department of Agriculture and the White House Office. He also served as director of the financial research program of the National Bureau of Economic Research and president of the American Finance Association. Dr. Saulnier is permanent president of his Middlebury College alumni class of 1929.

Author and Analyst

He is author of economic analyses including ones on "Contemporary Monetary Theory" and "Industrial Banking Companies and Their Credit Practices." He is a frequent contributor to economic journals and publications and is presently working on a book dealing with federal programs of lending, loan insurance and loan guarantees.



Dr. Raymond J. Saulnier

Sophs, Frosh Discuss Aid; Choose Veep

The possibilities of sending aid to Hungarian refugees was discussed at the sophomore class meeting last Thursday. Convening at the same time, the class of '60 elected Jay Alexander as vice-president and Marge Donnelly as Greek Games chairman.

Betsy Wolf, sophomore president, proposed that the class work through an agency and send money, rather than food, to Hungary because of the high shipping costs on canned goods from the United States.

It was decided that the proceeds of the class cake sale Monday, December 3 be added to the aid for the Hungarian refugees. A suggestion was made to use the class treasury in order to facilitate rapid action, and then to hold a series of fund raising projects.

The possibility of sending aid through CARE was also considered.

Thanksgiving

The annual Thanksgiving service will be held tomorrow at one p.m. in St Paul's Chapel. Dean Lawrence H. Chamberlain of Columbia College will deliver the main address and the Reverend John M. Krumm, Chaplain of Columbia University, will conduct the services. The program includes also the reading of prayers which will be led by Rabbi Isidor B. Hoffman and the reading of the lesson by the Reverend James W. Bell. The Chapel Choir, directed by Mr. Searle Wight, will sing at the service. Students from Columbia and Barnard Colleges will act as ushers in conducting a collection to be divided among three of the neighborhood settlements houses.

Dr. Chase Addresses Civ. Group

Author Analyzes Modern Trends

"Conservative Trends in Current America" will be the theme for discussion at the fifth annual lecture series in American Civilization which is beginning this week. Dr. Richard V. Chase, Jr., author and critic, will deliver the opening lecture on the "Conservative Mood in Modern American Literature" Wednesday at 4 p.m.

This lecture series is part of an experimental program in the study of American Civilization at Barnard. It is supported by a five-year grant of funds which has been received from the Carnegie Corporation of New York.

Dr. Chase, critic and associate professor of English at Columbia College, is the author of three books on American literature. He has written "Herman Melville; A Critical Study," "Emily Dickinson," and "Walt Whitman Reconsidered." At the present time, he is working on a critical study of the American novel.

Richard H. Rovere has been invited as a guest lecturer to speak December 19. His lecture will concern "Old and New Elements in Current American Political Conservatism." Will Herberg, author of "Catholic, Protestant, and Jew," will speak on the "Quantity and Quality in the Current Revival of Religion" January 9.

During the second semester, Max Ascoli, editor and publisher of the "Reporter," will address the group on "Power Politics and Idealism in Current American Foreign Policy," and poet-critic Elizabeth Hardwick will talk on "Current American Attitudes on Feminism." "Orthodoxy and Revision in Current American Freudian Theory" will be the topic analyzed by Dr. James E. Baxter, a psychiatrist at the Payne-Whitney Clinic.

The purpose of the program, of which the public lectures are a part, is to assemble the materials from specialized fields for consideration of American civilization as a whole.

Political Council Sponsors Talks On Vital Issues

"The Crisis in the Soviet Satellites" is the topic of the speech to be given by Dr. Paul E. Zinner of the Eastern European Institute at Columbia University. Dr. Zinner, a specialist in Central and Eastern European affairs, will speak Tuesday noon, November 27 in the College Parlor.

This speech marks the beginning of a series of noon meetings sponsored by the Political Council. They are planned to present and discuss the various important issues of the day.

Gilbert Highet Advises Future Teachers On Dangers, Consolations of Profession

"The final reward of following a teaching profession is the knowledge that one is a part of a tradition," declared Gilbert Highet, Anthon professor of Latin languages and literature, at Columbia University at last Thursday's meeting of the education colloquium.

Dr. Highet continued by saying that the teaching field is constantly being revitalized by the discovery of new information, the addition of new faculty members, and the growth of new relationships between the teacher and his students.

He also presented several warnings to the future teachers at the meeting. If one becomes too involved in the field of research of his subject, Dr. Highet warned, he is likely to miss active teaching. One should never resort to writing reports as an end in teaching, for then, Dr. Highet stated, "he is an administrator, not a teacher."



Dr. Gilbert Highet

The teacher's general attitude is a factor which determines his method of teaching, the speaker asserted. If he suddenly finds that he could have earned more money in a different field, he is apt to become "testy" and to look

negatively at his students' efforts. Moreover, a teacher is often unaware that he is bored or discontented with his work. Students quickly notice the change in technique and effort and react accordingly.

But there are factors affecting both the students and the teacher that are entirely uncontrollable, stated Dr. Highet. Among them is the widespread use of propaganda which instills prejudices in students that have to be broken down by the teacher before effective teaching can take place. In addition, as a teacher becomes older, he is no longer as physically able as he once was, and his teaching techniques deteriorate as well.

Most important, however, Dr. Highet concluded, there are several "consolations" in the teaching profession. He cited as one of these the fact that being with young people is a constant "source of cheer."



Barnard Bulletin

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Through Other Eyes

Every year, alumnae return to Barnard from all parts of the country to discuss current problems of the school and to offer their suggestions and comments on these questions. This year's Alumnae Council, which conducted its discussions last week, offered several interesting proposals on the subjects of expansion and the curriculum, particularly the language requirement. We are grateful to the Council for the interest it showed in these questions and for the stimulating ideas that were brought forth.

The alumnae considered the possibility of more extensive use of audio-visual aids to learning such as sound films, records, and television. Closed-circuit television could mean that large numbers of students would be able to see and hear not only professors from within the school itself but authorities in different fields. Through a grant from the Fund for the Advancement of Education, Fiske University is now planning such audio-visual projects. The late Dr. Charles S. Johnson of Fiske saw these media as giving college training a new dimension without replacing the necessary direct, personal instruction of teachers. Two teachers colleges in upstate New York are also experimenting with educational television and John Hopkins University has filmed demonstrations and lectures by eminent scholars in the fields taught in most colleges.

Another suggestion made by the Alumni Council for the more effective utilization of teaching resources was that four point courses should be instituted at Barnard for all subjects. A student would thus be expected to carry a program of four subjects only, enabling her to have more reading time and the faculty members more teaching time. In line with proposals for cutting down on the duties of professors would be another reorganization being planned by Fiske — the use of tutors and graduate assistants to handle the routine administrative tasks while the full-time teacher would provide instruction.

The language requirement at Barnard came in for some criticism from the alumnae and they suggested that perhaps the requirement should be abolished with the provision that the language entrance requirement be retained. The assumption on which the alumnae were working was that three years of one and two years of another language in high school should be adequate and that the time spent in learning the grammar of a language in college might be better spent in more advanced studies. That the students also find fault with the present language requirement stipulations is evidenced by the fact that Curriculum Committee is also studying the problem.

We greatly appreciate the interest shown in Barnard's problems by the alumnae and we welcome their suggestions and ideas. The subject of expansion has been particularly vital to moderate-sized liberal arts colleges such as Barnard. Technical innovations such as television will certainly aid in providing educational facilities to the increasing number of students enrolled in our colleges. But of even more value are reorganizations being planned for the entire system of teaching in schools like Fiske. The proposals put forth by the alumnae of Barnard are a step in the direction of needed changes. Both the Committee on Instruction and the student Curriculum Committee have vast and important changes to consider this year.

On the Aisle

by Paula Eisenstein

The ancient story of *Electra* has appealed to dramatists since the time of Sophocles, Euripides, and Aeschylus. It was, therefore, interesting to see the contemporary version by Jean Giraudoux which Wigs and Cues presented November 14 through 17.

The play itself, translated from the French by Winifred Smith, suffers from extended length and a slow-moving direction. Three hours is rather long for a play in which there is little physical action, and which is dominated to a great extent especially during the second act, by monologue. All of the inactivity of Greek tragedy is conveyed, but unfortunately one does not receive any of the sense of fate or impending doom.

The most exciting aspect of the Barnard production was the portrayal of the *Electra's* family group: her brother Orestes, their mother Clytemnestra, and their uncle Aegisthus. Edna Sillant '60, who played Clytemnestra, was especially effective. She brought sensitivity and just the right amount of emotion to the part; she was one of the few members of the cast who was able to hold the attention of the audience during the tirades of the play.

Jensene Olson '60, as *Electra*, was quite successful, especially in her scenes with Orestes, who was played by Alan Popkin. Her role suffered, though, from the lack of variety in her voice. Jeff Cavanaugh, a professional actor, was quite good in the role of Aegisthus; his approach to the role was natural and one felt that he was completely absorbed in it.

The entire production lacked movement, and this was particularly apparent when the four principals were on the stage together. If the characters had been really integrated into a dramatic situation, as the story warranted, it would have been infinitely more exciting. The only relief to the static quality was provided by four groups of three fates, who represented various stages of growth. Sally Ryder '60 was outstanding and all twelve were quite lively.

A Fable From Our Place

by Jeanie Judey and Lee Rothenberg

I'm a punch glass, see. One day the boss sticks me up here in the James Room and says to make like I'm a coffee cup. Okay, I don't ask questions. As soon as I set myself on a clean spot on the table, they pour red watery stuff down my throat. It's coffee — I believe it. Heck, it's a Coffee Dance.

I sit around for a while. I sit around and watch the pretty young girls and the eager young boys and the wettish potato chips and the pretzels, the infinite pretzels. I listen to seniors talking about how they suppose they will meet men after they have seen their last Barnard-Columbia social, and to bored freshmen who met everyone three years ago at Horace Mann. I see a stalwart Columbia sophomore trip over a small pony-tailed physics major, as he bears three cups of coffee to a blonde.

This girl with a valise thing hanging on her shoulder grabs me by the throat and I spew all over her. Then big Hero with no shoulders and four buttons on his jacket comes over and helps her clean off her black knee socks. So meanwhile she looks at him like he's drinking champagne from her shoe.

Then Shoulders squints up at her and bellows, "What courses are you taking?" The noise almost cracks me up. She starts giving him a syllabus, and by the time she is finished her knee socks are dry.

He gets up and says, "What?"

She says, "Never mind. What's that picture on the wall for?"

Shoulders shrugs his.

He clears his throat about twenty times, and announces, "I'm a history major."

So right away she says, "Do you think George Washington was a sincere man?"

"I don't know whether he was sincere or not, but he is **not** the father of our country — he never got past the Appalachian mountains."

"Really? That's nice." Three minutes later, "May I have a cigarette?"

"Tipped or untipped?"

They disappear to dance for a while, and later I hear him croak, "May I have your phone number?"

"Just drop me a note in Student Mail," she says, walking off and trailing her valise behind her.

Curric Committee Considers Changes

by Sandy McCaw

Chairman, Curriculum Committee

Among the most enchanted students, these days, on Barnard's cosmopolitan campus are the members of the Curriculum Committee. Let me hasten to add that this is not said in self-adulation so much as it is intended to point out the remarkable fact that Curriculum Committee members persist throughout the generations to maintain an inviolate faith that their efforts will have inestimable effect upon faculty, students and curriculum.

Whether Curriculum Committee members are dealing with a hypothetical honors program, an intangible general science course, or a tangible Individual and his Society complex, the same impassioned, yet scientific, revolutionary spirit is prevalent. Every Curriculum Committee member is, I think, a Professor Higgins at heart, considering the student body as her collective Eliza; for, in essence, is not the job of the Curriculum Committee's job to determine how to produce Pygmalion?

Revisions and Expansion

The members of Curriculum Committee are examining five aspects of Barnard curriculum this year, in an attempt to formulate suggestions which might help to make the curriculum more acceptable to more Barnard students. We shall be drawing up suggestions for the revision of the language requirement, the science requirement, prerequisites for advanced courses, and the whole problem of majoring at Barnard. We want to know whether there should be general majors at Barnard, whether there should be "pass" or honors majors, and, finally, whether students at Barnard should have to major at all.

The main project of this year's Curriculum Committee, however, is the problem of expansion. We have been studying different types of curricular systems employed in universities and colleges both here in America and abroad. In the attempt to formulate proposals for revising the entire curricular system, we have to keep in mind the problems of an expanding student body with a constant number of faculty members.

Reading Courses

It has been suggested that freshmen and sophomores take five courses each semester of three points each, while juniors and seniors take three courses each semester of five points each. This would enable the upperclassmen to delve more deeply into their studies, to have more time for reading, and to concentrate more seriously on individual research projects.

A second proposal has been made to encourage the departments to offer many more reading courses, courses that would meet perhaps once every two weeks for discussion or to hear class papers. In this way, students would be able to have still more time for reading, and would get academic credit for it. The system would also enable faculty members to carry a heavier course program.

Tutorial System

A third suggestion has been made to introduce the group tutorial system for upperclassmen, in which a group of students would share a tutor in their major field of interest. Meetings with the tutor would constitute the entire major program; hypothetically, then, juniors and seniors would take but one course a year in their major field.

Less Courses

Each tutor would assign to his students a required and recommended reading list, a list of required and recommended lectures, papers, and research projects. He might call for discussion classes, and require attendance at designated laboratory sessions. Under this system, it would be possible for an upperclassman to take electives outside of her major, courses that would be designed primarily for freshmen and sophomores. Students would be able to take advantage of lectures not intimately related to their course work and would receive normal academic credit for them.

More Higginses?

We are publishing these incomplete proposals blushing, in the hope that students will think about them and arrive at conclusions that they will then suggest to us. There is no reason to believe that just because Professor Higgins-ism has been instituted among the members of the Curriculum Committee, there are not elements of Professor Higgins in all 1300 of us, however latent these elements might be. There is emphatically no reason why Curriculum Committee should have a monopoly on Pygmalions.

Forum...

A Paucity in Policy

by Ruth Helfand

The President of the United States held a press conference last Wednesday. It was very enlightening.

The major topic discussed was the crisis in the Middle East. The reporters asked questions and the President answered them to the best of his ability. For example:

"Question — Mr. President, you have said it is the duty of all United Nations members, including the United States to oppose the introduction of any new forces in the Middle East. Does this apply to the intervention on the side of Egypt by so-called volunteers from the Soviet Union or Communist China?"

"Answer — I believe we said that the introduction of any armed forces in the area of conflict or arms, or munitions, so I am not going to say that the United States would make a unilateral determination of exactly what the offense was, if any."

"Again, I believe I stated in that statement that it would be the duty of the United Nations, which would include the United States, to oppose such an effort. So that if the United Nations, we would again try to be their supporter, in any such situation."

The President stated a fundamental truth by saying, in effect, that the United States still does not have a policy and that we probably will not have one for quite some time.

The President would like Americans to believe that the United Nations is an autonomous body which disregards individual national interests and acts abstractly as a judge of right and wrong.

The United Nations at this

point has no policy. It has not named an aggressor; it has not defined aggression. Armed forces, arms and munitions have been introduced into the area of conflict, and in large numbers. The United States did not openly oppose the introduction of large quantities of arms nor did the United Nations act on it. As a matter of fact, neither the United States nor the United Nations did anything effective in the past to ensure a permanent peace in the area.

We must, therefore, conclude that it is to the best interests of both the United States and the United Nations to keep the area in a state of suspended war. For this is what the President inferred in his evasive statements. The only time that we will move to declare our aims in the Middle East is when the threat of Soviet armed intervention becomes a reality.

If, as the President said, "The chances for peace are certainly related directly to... the earnestness of our efforts," then the chances for peace are slight. We have certainly not made any positive earnest efforts to resolve one of the most potentially dangerous situations in the world today.

Rabbi Malino Relates Life And Judaism

The Barnard-Columbia Seixas and Menorah Society will present the first in a series of three talks by Rabbi Jerome R. Malino of the United Jewish Center of Danbury, Connecticut, today at 4 p.m. in the Dodge Room of Earl Hall.

The series is devoted to a discussion of the subject, "How is Judaism Relevant to Life?" and the first meeting will deal with the family: sex theory and practice, intermarriage and parent-child relationships.

Rabbi Malino, a frequent contributor to Jewish journal, is Chaplain at the Federal Correctional Institute at Danbury.

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C.U. Sailing Group Enjoys Cruises, Yachting Movies

The Columbia University Sailing Club goes sailing every Saturday and Sunday at the Flushing Meadow Boat Basin, as long as it is not frozen. From a nucleus of five members (all males) in 1951, this organization, devoted to the trade winds and breakers, has grown to a body of more than fifty members.

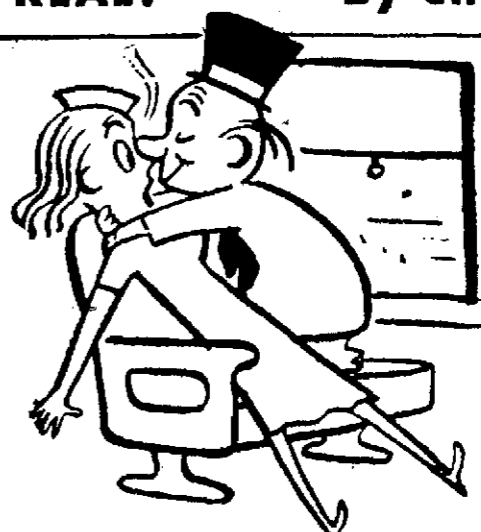
The club is a member of the Middle Atlantic Inter-Collegiate

Sailing Association; under whose auspices the club races with other colleges.

Sailing Club holds monthly meetings at which a topic of interest to the sailors is discussed.


Officers of the club are: Commodore, Eli Weinberg; Vice-Commodore, Hal Weidner; Secretary, David Bady; Treasurer, Rosemarie Colaiuti '58.

IT'S FOR REAL! by Chester Field



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Scholar Analyzes Sources Of Shakespeare Histories

by Naomi Emery

Shakespeare scholar John Crow of Kings College, London, addressed last Thursday's English Conference on Shakespeare's sources for his plays. One history, "Richard II," and one comedy, "The Winter's Tale," were used as examples of the poet's methods of research, and of his maturation as a playwright.

"Don't expect Shakespeare to have read Trevelyan," Mr. Crow warned the English majors, speaking on the histories. When he felt it necessary, Mr. Crow said, "Shakespeare positively changed history for the purpose of the play." Using "Richard II" as an example, Mr. Crow pointed out that Hotspur, a contemporary of Prince Hal in "Richard II" and "Henry IV," was actually born two years before Bolingbroke, Hal's father.

Shakespeare's King Richard was "an artist opposed to strong armed men," said Mr. Crow. He explained that Shakespeare was faced with the possibility of royal censorship in writing this play, dealing as it does with the disposition, overthrow and murder of a crowned king. This problem was partly solved by making Richard a poet and sympathetic person.

The scholar advised the English majors to view Shakespeare's plays two ways — first through the "first-nighter" eyes of the Elizabethan audience, and then through the vision of the "second-night audience" — the Shakespeare student of the twentieth century.

Mr. Crow also traced the development of Shakespeare's im-

agery noting the poet's growing use of parallel references in "The Winter's Tale." The lecture was closed with a warning to the students to avoid modern paraphrasings of the plays, quoting the twist of a line from Lady Macbeth's sleep-walking scene, "Go away, wretched stain!"

Professor Held To Give Course On Flemish Art

For its fourth season the American College Council for Summer Study Abroad is offering a course in "The Art of the Low Countries" to be given by Professor Julius Held of Barnard.

The time will be divided between Holland and Belgium for study and Munich, Vienna and Paris.

Personnel Supervisor to Discuss Openings with Research Institute

Mr. John W. Cogger, Personnel Supervisor of the Rockefeller Institute for Medical Research, will speak to seniors Tuesday November 27 about job opportunities at the Institute.

The meeting will be held at

12:30 p.m. in Room 106 Barnard and will be followed by individual interviews. The Rockefeller Institute has openings for laboratory technicians who have majored in chemistry or biology and related areas.

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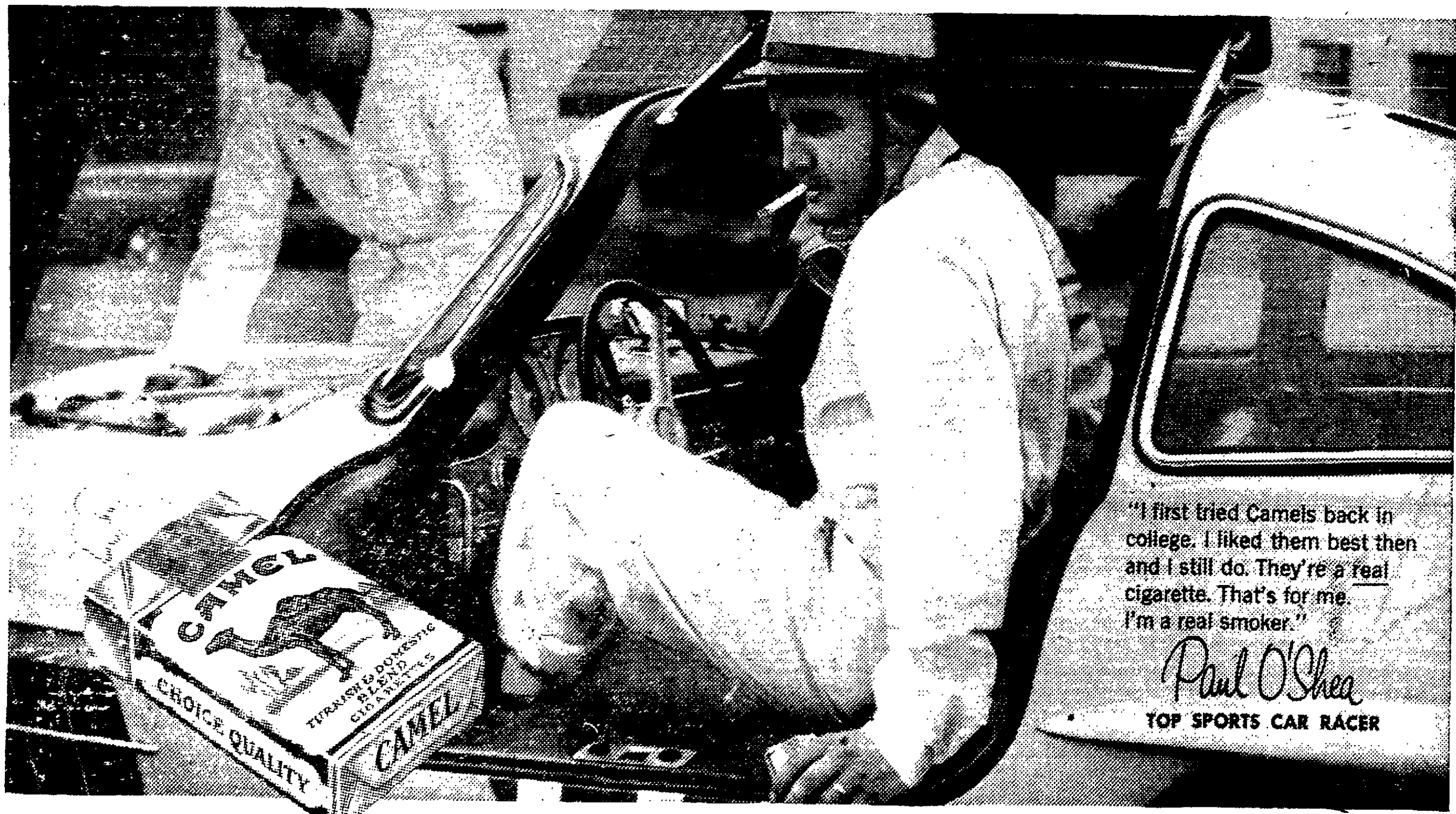
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