



# Barnard

# Bulletin

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267

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## Class of '60 Considers Nat'l Club Affiliation

### Freshman President Calls Meeting To Ascertain Student Opinions

Recognition of nationally affiliated groups at Barnard was the subject of a special freshman class meeting called last Thursday by Isabel Marcus, class president.

Undergraduate Association president Ann Lord, '57, explained the nature of the problem and clarified the present position of national groups. Miss Lord explained that various nationally affiliated clubs would like to form campus groups by gaining official recognition. A formally chartered club must submit a copy of its constitution to Student Council and is entitled to representation in the Activities Council and listing in Blue Book.

A Definitions Committee recommended that Barnard not allow a nationally affiliated group to be chartered by the Undergraduate Association, to have a booth on Jake, to be represented at the Clubs Carnival, to circulate petitions or to solicit funds.

The reasons for this policy, said Miss Lord, are that the recognition of a nationally affiliated adult group would let in a complex bureaucracy, in addition to involving the college in national publicity and straining the space facilities during the Activities Carnival.

During the discussion period which followed, members of the class presented various arguments for and against the recognition of national organizations. These arguments seemed to pivot around the question of whether recognition of a club implied approval of its policies.

The class was asked to consider many possible solutions to the problem, such as permitting national groups publicity on Jake and booths at Clubs Carnival. The question of the soliciting of funds by such groups was also raised.

At the next class meeting, to be held tomorrow, a vote will be taken on a class resolution which will then be presented to Student Council.

## Wigs & Cues Will Present 'Olympia' As This Year's Spring Production

The Wigs and Cues Society will present "Olympia," by Ferenc Molnar as its 1957 spring production. The curtain will rise on the sophisticated comedy, set in the Austro-Hungarian Empire of Franz Joseph, Wednesday, March 27 through Saturday, March 30 in the Minor Latham Drama Workshop.

The cast includes Countess Lina Luba Kaplan '58, Princess Eugenia Jean Houston '58, Olympia Jane Thornton '58, Colonel Kruell, Adolphus J. Sweet, Count Albert, Bill Bouris, Captain Kovacs, Jack Donar and General Plattaeting, Ron Derling.

The play is directed by Mr.

## NSA Opens New Series Of Lectures

The National Student Association will present "Students Abroad," the first in a series of conferences on "The Student and National Affairs," this Thursday in the Minor Latham Playhouse from 12:30 to 2:00 p.m.

"Students Abroad" will feature a panel discussion by foreign students from various graduate schools. These students will present a picture of student activity, attitude, and influence in their respective countries.

The United States National Student Association is a confederation of college student bodies represented through student governments. It is the largest representative student organization in the world. U.S. N.S.A. is organized on a national, regional, and local basis. Its general aims are to promote students' interests and welfare, and international understanding, to maintain academic freedom, to develop better educational standards and to stimulate and improve democratic student government.

The series, is planned to define the role of the American student today and in the future. It will also evaluate and discuss such issues as what students are now doing to influence the cultural, political and religious affairs of the nation; the general apathy that seems to exist among college students today; how American students differ from students in other areas of the world; what can be done to activate student participation.

Future conferences will be held March 21 and 28.

## Blood Drive Reaches Goal; 20 Girls from B.C. Donate

At least 440 pints of blood were donated to the Red Cross Blood Bank by Columbia University students, faculty members and employees during the two-day drive at John Jay Hall. Twenty Barnard students donated blood.

An unexpectedly large number of last moment donations on Thursday made the fulfillment of the goal possible. The goal originally set by the sponsors of the drive was 400 pints. Two hundred fifty pints were donated Thursday, February 28, the last day of the drive, as compared with 188 pints for the preceding day. The total number of donations was reduced when approximately 100 prospective donors were rejected.



Robin Goldin '60 gives blood.

## B.C. Casts 593 Ballots In Election

### Peyser to Head Honor Board

Five hundred and ninety-three students, 47 percent of the college voted in the undergraduate elections last Thursday and Friday. This figure marks a decline of 14 percent from the turnout for the Undergraduate President's election.

The following were elected: De Wilev, Vice-President; Jane Peyser, Honor Board Chairman; Isabel Marcus, Secretary; Sally Beyer, Treasurer, and Yvonne Groseil, Athletic Association President.

Bulletin erroneously reported last Monday that 52 percent of the student body participated in the election for President of the Undergraduate Association. The correct figure is 61 percent. We are now eating our second helping of crow.

The freshman class again had the highest participation with 173 ballots cast compared to the 218 who voted in the previous election. One hundred and seventy-two sophomores, a decline from 215 in the election for president, cast their ballots. The same situation appeared in the record of the junior class, where the numbers went from 188 to 158. Only 91 members of the class of '57, less than the 144 in the first election, voted last week.

The newly elected Honor Board Chairman, Jane Peyser, has recommended that a system be worked out "in which the membership of Honor Board would be rotating so that more students can serve on the Honor Board and learn of its workings."

## Ernest Gross to Address Eleventh P.C. Conference

The eleventh annual Intercollegiate Conference, sponsored by the Political Council, will be held this Saturday, March 9, in Barnard Hall. The theme of this

year's conference will be "American Foreign Policy: New Trends and New Problems."

The program for the day includes a keynote address, to be given by Ernest Gross, and discussions of American foreign policy in relation to both the great powers and the new nations of the world. A luncheon in Hewitt Hall dining room and a plenary session with a board of experts are also planned.

Mr. Gross is presently serving a seven-year term on Barnard's Board of Trustees. He is the former Assistant Secretary of State and United States Deputy Representative to the United Nations. Formerly the legal adviser to Secretary of State George C. Marshall, Mr. Gross has also been associate counsel for the National Association of Manufacturers and for the National Labor Relations Board, as well as general counsel for the National Graphic Arts Committee.

## CUSC Conference

"The International Exchange of Culture" Conference, sponsored by the Columbia University Student Council will take place Friday and Saturday, April 5 and 6.

The conference will consist of three symposia and four lectures. Symposium topics are: "What can be exchanged?" "What place have ideologies in exchange?" and "What should be exchanged?"

Topics of the lectures are: "Academic Opportunities," "Business Opportunities," "International Geophysical Year" and "International Social Relations."

## Representatives of Eight Nations Appear In Annual World Dance Festival at C.U.

Amateur and professional dance groups from eight nations will perform at the International Students Club's annual World Dance Festival, to be held Saturday evening, March 16, in McMillin Theatre.

Africa, Egypt, Greece, Indonesia, Israel, Pakistan, Spain and the West Indies will be represented at the festival. The Israeli dancers will be Mrs. Ellida Geyra, who danced here three years ago, and Mr. Daniel Dassa, they will present folk and narrative dances.

Spanish dances will be executed by Luis Olivares of the Jose Greco Dance Company and by Natalia and Svetlana Kluge, sophomores. Accompanied by the guitar, Mr. Olivares will dance the Zapateado, and he will be joined by the Kluge sisters in the classical and traditional flamenco.

Mr. I. Made Mendera will demonstrate a Sumatran candle dance. A Calypso group will participate in the West African program, which will include ritual dances and drumming.

When asked whether there were strained relations between the Israeli and Egyptian dancers, Giovanna Basseggio '58, president of the club, said, "We all get along very well. We're beyond politics." She explained that the Israeli dance had originally been intended to be a spoof on Arabic customs, but when the dancers heard that Egypt would be represented on the program they offered to change their selection. However, the Israeli dance will be in the first half of the program, and the Egyptian group will perform in the second half.

Tickets for the dance festival, which will begin at 8:00 p.m.,

can be purchased for \$1.50 and \$1.25 in Low Library from 11 a.m. to 4 p.m. on weekdays.



Oriental Dancer performs.



## Barnard Bulletin

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## An African Twist

The National Union of South African Students, comparable to our NSA, has taken a stand against the enforcement of Apartheid (segregation) in the only two universities in the area which remain open to white and non-white students. We fully support their stand on an issue with which we are familiar in our own country. But the additional twist here is that students, staff, and faculty of these two centers of learning are themselves strongly opposed to the change which the South African Government has committed themselves to introduce.

Despite the official baby-food of racial superiority on which the present generation of students has been raised, and despite the influence of tradition, the government of South Africa has not succeeded in convincing those now in contact with non-whites that segregation is justified. They have instead called forth protests from the Student Councils of these two "open" Universities.

Is the government afraid that classroom contact and integrated education will sully the minds and characters of its students? We can see no other reason for the forced implementation of a false theory of inequality than a fear of the five percent of all South-African students which is non-white. We can see no other motivation than the desire that the education of the African child be different from that of the European in order to firmly establish and perpetuate a system of inferior status.

We protest, therefore, on both logical and moral grounds, a step which severely limits the freedom of the University and which willfully and legally declares one race inferior to another. Academic freedom is a long-honored tradition in the Western world, and the Universities provide the only meeting place for educated members of both races to meet freely, in a country which legislates inequality in every phase of life. Racial tension in South Africa is well-known, and in attempting to annihilate any contact between the races, the government is fostering a situation which will inevitably lead to a complete lack of communication between whites and non-whites. This is clearly a threat to the internal peace of any country.

The blindly ideological commitment of the present government has persisted in the face of a report from their own committee of educators. Directed to investigate nothing but practicability of enforcement of Apartheid, the Holloway Commission reported that the enforcement of this doctrine is financially and practically "unfeasible." But the Government were not satisfied with the report of their commission and announced the formation of a Committee of Inquiry to "re-examine" the matter. Civil servants formed its membership in place of the educators.

Is the government afraid that their own prominent educators have been corrupted? Since the Minister of Education has refused to receive University deputations which wish to discuss the issue, it seems that the government refuses, on principle, to accept any report that may be contrary to its own guiding principle. In a situation where the government is unequivocally dedicated to legislation of a principle which we consider false, unjust and immoral, and where this legislation not only curtails the freedom of the "open" Universities, but also imposes upon them a ruling to which their students and faculty are opposed, in such a situation, we wish to register our disapproval. We strongly abhor a policy which interferes with the present "non-segregated" policy of the "open" Universities.

### Junior Show

## On The Aisle

by June Knight and Joan Minkoff

Ever Since Eve, 1958's version of the annual Junior Show, was a genuinely entertaining production which scored a hit last weekend at Minor Latham Playhouse. The plot concerns the two major opposing elements in a semi-fictitious ladies' seminary: the very feminine, woman's-place-is-in-the-home set (otherwise known as the "sampler and frill crowd"), and the aggressive, football-playing group of girls who refuse to allow themselves to be relegated to the position of "man's accessory." The theme of the script, while not notable for its originality, was well-realized. Many of the laughs in the show were dependent upon topical references and an intimate knowledge of the workings of an institution of the sort described. This is, of course, as it should be. The dialogue, though occasionally labored, was usually clever and bright; but it was the enthusiastic delivery on the part of the cast which really made the show.

Although some of the songs were poorly constructed, Marcia Spelman's music was, on the whole, delightful. The tunes were ingratiating and often quite imaginative; Annette Raymon's lyrics were clever. However, the piano accompaniment, which should have added tonal color to the musical numbers, was unfortunately thin and monotonous. Also, the arrangements were poor in that the songs never really ended — they just stopped. This lack of finality was terribly frustrating; applause was often late because the audience was not immediately convinced that the song was over. Nevertheless the music was remarkably good.

The choreography was well-conceived by Helene Lerner. Outstanding among the dancers were Cynthia Kittle and Iris Kim. The mobile dance, a serious piece with interesting ideas, was handicapped by inept music and lack of integration with the rest of the play. But the football ballet was most entertain-

ing; utilizing dance forms which were interesting in themselves, the performers succeeded in presenting a football game with humorous accuracy.

Jane Thornton's highly original sets contributed much to the lighthearted tone of the production. These two-dimensional cartoon-like cutouts, done in bold colors with exaggerated perspective, were very effective thanks to their simplicity and good humor.

Directional credits go to Harvey Stewart, who had a large hand in insuring the success of the production. His staging of the Prologue, the "Unchain the Chains" duet, and the first act finale were especially skillful. Rita Shane played the title role with a vitality and ease which were most attractive. Her radiant singing voice and the consistent high level of her performance resulted in a strong central figure. Polly Green, as the leader of the anti-femininity element, and a backfield coach who knows her plays, was a fireball of activity. With her dynamic characterization, it was Miss Green who was most successful in keeping up the pace of the production. Evelyn Lerner, whose performance was charming and graceful, is possessed of a lovely voice which she uses extremely well. She brought to her role a fresh quality which immediately endeared her to the audience. Tamar Janowsky, though she occasionally failed to project across the proverbial footlights, played the ultra-feminine Juliet with an ingenuousness which was engaging and extremely funny. Others who were outstanding in a generally well-balanced and capable cast were Margot Lyons, Rosian Bagriansky, Carol Teichman, and Elinore Tomback.

Common faults were bad timing and lack of technique, but these were due to inexperience and were more than offset by the general gaiety and spontaneity of the performance. As we said, the Juniors had a hit!

## Males at Columbia College Scorn Citizenship Project

by Judy Roses

A mild furor was created on the Columbia College campus when Lawrence Chamberlain, Dean of the College, outlined a project for training in citizenship for future college generations. The program is based on the idea that service to the community is a part of a liberal education, that the whole man benefits from performing a public service.

The majority of Columbia undergraduates polled in a recent Bulletin survey were not at all enthusiastic at the prospect of compulsory training in citizenship. They bewailed the imminent destruction of the ivory tower; even Steve Ronai, President of Student Board, asked if "we better ourselves and society by forcing a potentially great scholar to participate in something in which he is only remotely interested." But Mr. Ronai sees some "great possibilities" in the concept of citizenship training, which is more

than can be said of the unwashed undergraduate masses.

Most students, when questioned, seemed rather to agree with the view enunciated in the editorial in the current number of *Jester of Columbia*. "The error of citizenship," wrote editor Ed Koren, "is that it imposes the spirit of belonging onto the spirit of service, forcing the individual to act unnaturally on a level that requires uncritical participation and agreement."

All sorts of objections poured glibly from the lips of Columbia students who hurried across the Quad on their way to classes. Most of them felt that the academic curriculum cannot afford to be diluted, that such a program should not be a college requirement. One thoughtful young man said that "a definite social outlook should not be imposed upon students who are now in the process of forming their own ideas."

Walden, anyone?

## Reviewer:

### Jester of Columbia

by Naomi Emery

In reading the latest edition of *Jester of Columbia*, it would be advisable to start and finish with the two sides of the front cover. *Jester* begins on the right foot, but shortly after (page one, to be exact) fall flat on its colorful face.

The entire issue is devoted to an attempt to demoralize Columbia's projected Citizenship program, as explained in the editorial. This attack, with the exception of the aforementioned cover, is brilliantly undevastating. The satirist's pen that stabs so deftly and surely when imaginatively wielded is heavy here, and blunted by ponderous and pedantic cliches.

Editor Edward Koren's cover is a delight, alive with his odd little men, Merlins and owls; it shows depressed faculty and student corps scrubbing, sweeping, polishing, purifying and generally purging the Columbia campus. It has a dry and lovely zaniness, quiet and subtle and sure.

Before page one and the deluge, there is the flip side of the cover, a "message" from the office of the president describing the Citizenship program. This succeeds in portions in making the project appear ridiculous by picturing the heights to which a misguided sense of team-work can be carried.

From this point on, *Jester* is about as funny as the Declaration of Independence. The punch-drunk editors open the issue with a little grab-bag of assorted unamusing trivia, "Campus Fugit," remotely patterned after the editorial sections of *Punch* and *The New Yorker*, and containing an odd assortment of items that one remembers having read before. Such as a list of old book titles. Such as a flat Charles Van Doren quip.

Most of the other pieces are strung out along the Citizenship line, the monotony of subject making them all the more tiring. "Through the C — Center and What Henry Found There" (*Alice in Wonderland*, silly!), by Henry Ebel and David Rosand; "The Citizen's Progress" (by an anonymous brain-washed student); and a back-cover plea to "Save the Gatekeeper's Cottage" from progress all have in common, in addition to theme, a lack of wit, grace, and originality. The prose is heavy-handed and very, very common; the satire is in the oldest, crudest, and most elemental form of the hyperbole.

Nowhere does the quick, brilliant spark of imagination light *Jester's* pages. The tone is too righteous: the writers let their determination to right wrongs show through solidly with little genuine wit to light it. "Cabbages and Kings," a parody of faith-healers and certain of the clergy, suffers from the same complaint.

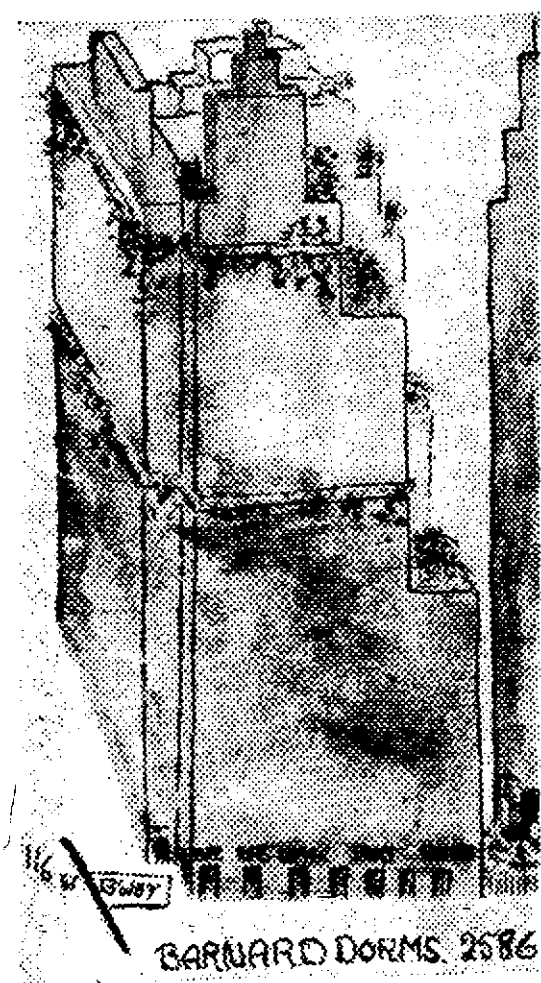
One of the two pieces of poetry, "The Ecstasy of a Citizen" by one M. Etien de la Peonie, *pauvre homme*, has the unmistakable *Jester* stamp: it is long, rambling, wearisome. For humor, it depends on such lines as "... what is most important in this world? People? Houses? ... Orange pits?" The other poem, "Chanson de la Mer," is a case in itself. It is a chair upon the sea, and means nothing at all.

# The Future Partakes of the Present —

In celebration of Barnard's seven hundredth anniversary, and in anticipation of the proposed expansion of the college by some 500 students to accommodate a total of 1,000,500 Barnard students, BULLETIN has decided to trace the development of our institution and to pause lingeringly along the way to analyze in detail some of the crucial eras of development.

We believe that we might stand to benefit materially from an examination of the more simplified form of expansion as it was first experienced by Barnard some six hundred years ago. The policy of that expansion we have found best exemplified by activities taking place in 1957. Therefore, we shall quote liberally from manuscripts circulated during that era of Barnard's history. We believe that it is first necessary, however, to set the historical framework for this presentation.

First of all, it is imperative to remember that although Barnard has always been a metropolitan college, when Barnard was first established in the late nineteenth century there was no metropolis to speak of. There might yet have been Indians lurking about the wild and partially unexplored cliffs of Morningside and the ladies read Byron by moonlight. The so-called Hudson River had not been diverted, but flowed majestically through the borough of Hudsonia, and indeed it would appear that the lawns of Barnard once extended to the very bank of the river. (All those students interested in what New York looked like of old, and are anxious to see pictures of the Hudson River, are



advised to consult the antiquities librarian on the 84th floor of the library. Barnard reputedly owns a copy of the ancient Columbia Historical Portrait of New York written by a member of the Barnard faculty in ages past).

Perhaps our best source of historical information concerning the first 68 years at Barnard College can be gleaned from the following analysis:

And We Quote . . .

**by Joyce Hill**  
The story of Barnard students' evolution from bustles to blue-jeans is an exposition in miniature of the half-century upheaval in the status of women that has converted the words "female education" from a plea to a guarantee. Vehement feminism was instrumental in winning the almost commonplace equality we enjoy today.

No doubt the Columbia trustees, with traditional conservatism, considered the efforts of pioneers in the establishment of Barnard, such as Annie Nathan and Ella Weed, "pushy" and unlady-like. But, undaunted by wagging tongues and strongly supported by University President Frederick A. P. Barnard, these and other similarly inspired young women lobbied persuasively for an equitable regard for female mentality.

The issue of co-education for Columbia, already old-hat at Oberlin, Michigan and Cornell, was stifled by the recalcitrance of Trustee Morgan Dix who, though no opponent of educating women, saw no reason for teaching them as though they were men. President Barnard, submerging his conviction that both sexes should be admitted to classes on an equal basis, agreed to follow the example of the Harvard Annex (later Radcliffe) and provide for separate but affiliated instruction.

So the notably unsatisfactory "Collegiate Course," which had granted a Columbia bachelor's degree to girls psychic enough to pass examinations based on lectures barred to female ears, gave way in 1889 to the long-awaited authorization of fund-raising for the establishment of Barnard College. Properly sedate rejoicing marked the school's opening in October of that year at 343 Madison Avenue.

Greek, Latin and mathematics were the chief tidbits offered the first freshman class of fourteen liberal arts students, who, together with twenty-two science "specials," launched Barnard on its maiden voyage.

Major concerns during the first few years were the ubiquitous financial nuisances and an uncompromising determination to ensure the new students instruction identical to that received by the gentlemen attending Columbia. This was accomplished through the generosity — and agility — of several young Columbia instructors who would dash down Madison Avenue after class to repeat the last hour's lecture before a feminine audience.

In the beginning, an incredible number of administrative details were turned over to University President Low, who had succeeded to office before Barnard College opened its doors. Greater independence for the school came when a \$100,000 gift by Mrs. Van Wyck Brinckerhoff enabled it to move uptown to join the University in its brand-new permanent residence at Morningside Heights in 1898.

Traditions rose quickly at Barnard, despite the moderating influence of blase New York. The scholastic emphasis on Greek was manifested in less staid hazing rites which reached their climax in an esoteric procedure called the Eleusian Mysteries. Although these did not survive beyond World War I, Greek Games, which was inaugurated in 1903, has been unaffected by the diminished popularity of that so-called "dead" language.

Publications at Barnard got an early start too, with *Mortarboard* replacing the *Annual* in 1898 and *Bulletin* appearing in 1902. Inflammatory issues included the evervexing topic: "What to do about the boys across the street." The literary magazine enjoyed less stability than did the newspaper. After seventeen years *Barnard Bear* went into hibernation to be succeeded in 1923 by a shortlived rival to *Jester* called the *Barnacle*. Much later in the 1940's *Focus* arrived on the long-neglected literary scene.

Because of its un-college-like location in a huge and important city, Barnard is especially sensitive to the passage of national and world events. World War I, an experience far more disillusioning in that time than the Second Great War was in ours, had an almost revolutionary effect on the position of women. With the sudden draining of the country's manpower into Europe, women — and particularly college women — found themselves obliged to assume the responsibility for which they had been clamoring.

Dean Virginia C. Gildersleeve, who was called to Washington many times during both wars, had to urge students not to give up their education for the more immediate lure of "doing something" about the crisis. Extra-curricular activities suffered while the girls sold Liberty Bonds and *Bulletin* wrote alarmed editorials about the imminent death of Wigs and Cues. Alumni and students joined in the "farm-erette" movement which sent women to harvest abandoned crops, and knitting in lectures became a necessary and familiar custom.

The Depression had surprisingly few depressing effects on enrollment although requests for scholarships zoomed and the dorms were practically empty for the first time. In 1934, the government stepped in and offered, under the Federal Emergency Relief Administration, to pay fifteen dollars a month to students who did work for professors — a boon for student and teacher alike.

World War II brought several conspicuous revisions in curriculum to meet the current demands for specialized techniques. The sciences excited new interest and certain courses in statistics achieved credit status, a war minor was introduced and very "hush-hush" training in caligraphy was offered to students on a highly selective basis.

By 1957, Barnard has had to cope with the problems of catering to a rapidly increasing population, and a growing need for the extension of the facilities of higher education. Barnard's first responsibility to the demands made of maturation, is to provide adequately for an increased enrollment of some 200 students within the next four years.

And so it was that 1957 at Barnard saw a grand outburst in preparation of the coming expansion. One of the first proposals advanced during the era was that of adding a new dormitory to the Barnard campus. We must remember that in those days Brooks and Hewitt halls were only eight stories high, and the main dormitory did not yet exist. We must wonder what those students at Barnard would have said had they imagined that six hundred years later the dormitories would be 80 stories high, housing 20,000 girls, eight ball rooms, 104 coffee shops, over four miles of hanging gardens, and that B. Altman, Gimbel's, and Bergdoff Goodman had opened up branches on the third floor of the deanery, as our dormitory facilities stand at present. The primitive conditions of education in this long past era can be seen quite poignantly from an article which appeared in 1957.



And We Quote . . . **by Firth Haring**

By the third decade of the twentieth century, the need for more dormitory space at Barnard was as pressing as it is today, if not more so. Brooks Hall, completed in 1907, had 97 rooms, many of which were singles although it was possible to combine rooms to form suites. The dining room, now in the basement of Hewitt, was then on the first floor of Brooks. The infirmary was on the eighth floor. Excess girls were living in boarding houses in the Morningside Heights neighborhood. This is comparable to the existing situation today with many Barnard girls living in Johnson Hall and King's Crown Hotel.

In 1916, the Alumnae Association rented two apartments on Claremont Avenue with the idea of starting a cooperative dormitory system. A cook was hired but the fifteen girls shared the housework and did all of their own laundering. The apartments had been completely furnished for about two thousand dollars and the plan was so successful that in 1918 six more apartments, which housed 45 girls, were rented on West 116 Street. The project was dropped after the World War, but in 1920, thirteen apartments in John Jay, now a dormitory for Columbia College students, were made available to Barnard girls.

It was necessary at this time to convert the Brooks Hall dining room into a general social area; the John Jay cafeteria was used by all. This, of course, meant an end to last-minute breakfasts, hastily eaten in the same warm building where one slept. It was now necessary for the girls to rise earlier and dress completely, even to hats and gloves, before venturing across Broadway to the Columbia campus.

The need for a new dormitory had been recognized in 1914 and the "Quarter Century Fund" was established with its goal set at two million dollars. One million was to be used for the proposed building and the other for endowments. Undergraduates bought bricks at five cents apiece and after six years, the goal was reached. In 1925, Hewitt Hall opened its doors to 250 Barnard girls. There were two large dining rooms, suites for women professors and a duplex apartment for the Dean. The small reception rooms on the first floor, now called "beau parlors" were known in this era of flappers and sheiks as "manholes" and "mushrooms!"

Marion Churchill White, in her history of Barnard, has made a very enlightening statement regarding dormitory life at the beginning of the 20th century. It is still true in many ways, fifty years later: "Only a fifth of the students (now less than a third) lived at the College, which meant that the pattern of extra-curricular activities was a little different at Barnard from that of a country college. There was not much interest here in imitating such self-contained institutions. The boarding school type of high jinks never got started at Barnard. A pleasant, mild friendliness grew up in the dormitories, and chafing dish (now hot plate) and fudge parties existed there because they flourished everywhere else in the United States at the time." Today's dormitory students will recognize this as the situation even now. There is a generally friendly atmosphere but none of the excessive girlishness typical of so many women's colleges.

Judging from the very dated style of the Adele Lehman Hall, we are in the habit of thinking it to be one of the oldest structures on the college campus. It was with a bit of a surprise that we found that the Lehman Hall was first proposed in the fall of 1956, 68 years after the college had been in existence. The following is another article which appeared in 1957, this on discussing the plans for the about-to-be built Adele Lehman Library.

And We Quote . . . **by Bonnie Goodman**

Barnard, in acknowledging its obligation to education, announced plans November 10, 1956 for a campaign to raise two million dollars to build a new library. This is likely to be the last academic building on the Barnard campus, and the plans are laid for the long-range future. In building the library it is planned that as a result the student body will be increased to 1,500.

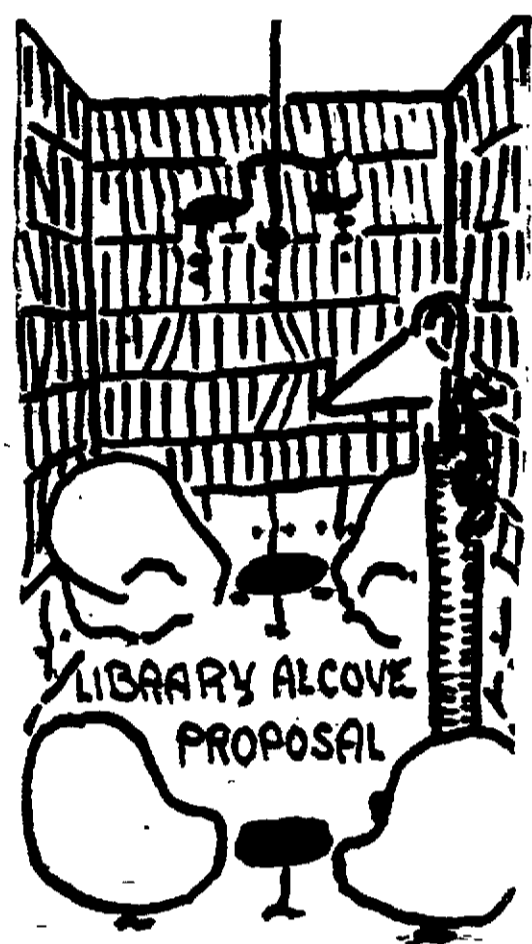
The need for this new library which will provide for greater flexibility and provide space for classrooms also on the third floor of Barnard Hall was emphasized by the study made by Professor Maurice Tauber on the Columbia School of Library Service in 1954. His report stated that the present library was built in 1918 for 800 students and its size has not increased.

In addition, as Mr. Tauber's report pointed out, our book collection despite weeding has grown at the rate of 1,000 volumes per year and is now about 80,000 in number. The new library will have facilities for 150,000 volumes. At the present time Barnard has but one-third, or one-fourth as many books as her sister colleges.

The Student Library Committee, which is trying to iron out some of the details of the library that  
(Continued on Next Page)

# The Present Partakes of the Past —

involve those issues most susceptible to student interest, hopes that the library will be a browsing library and that the old-fashioned elements of study halls and uncomfortable seating arrangements will be done away with. The committee advocates the universal use of easy chairs, and couches, floor lamps and low-slung tables intermingled with study desks and shelves of books. The committee is also investigating the possibility of larger smoking room provisions, self-service elevators, the possibility of adorning the walls of the library with art works, and of placing statues artistically about the place. The committee also hopes that alcoves conducive to academic type thinking will be constructed on several of the floors so that more concentrated work may be done by those who feel a need to so indulge. The Committee, in close cooperation with the Committee on Commuters' Problems has devised many imaginative plans for how best to utilize the ground floor of the



new library. It is hoped that a large lounge on the order of the James Room will be constructed there with machines issuing forth coffee, tea and buns, sandwiches, candy and cigarettes; that the lounge be kept open long into the night hours and that commuters be able to amuse themselves there while waiting for late dates, or while taking coffee breaks during a study session at school. The committee is also toying with the idea of advocating that this new library

stay open until 11 or 11:30 p.m. and that the desk be manned by proctors, or by similar student government officials in the attempt to save the administration overtime salary funds. The prospect of a new library at Barnard is exciting, and we all hope that its popularity shall far outshine its predecessor.

*It is admittedly a bit difficult for us to take seriously many of the problems that faced the Barnard student of 1957, Administrative problems, however, seem the most ludicrous of all to those of us who are conversant with the complexities of modern day student activities. We can not conceive of Barnard having but one student council — Barnard had only one student council until 2091.*

*The idea of having only one newspaper on campus seems again incredible to us. The Daily Bear was established in 2059, while the Baby Blue Banner was not chartered until 2367. Dormitory Doodles and the Arm of Fruth both had sporadic and unofficial beginnings, but they came into prominence roughly toward the end of the last century. In 1957 the college was yet too small to witness the literal multiplication of student and faculty organs of government. The quaintness of Barnard's 20th century problems can be easily seen by reading the following article that again appeared back in 1957.*

*For insight into the embryonic stages of our expanded committee system, and our extra-curricular provisions for student government, Miss Wartur's discussion is invaluable:*

And We Quote . . .

by Susan Wartur

Barnard expansion is being anticipated by students and faculty, who have formed committees to study the problems involved in adapting to a large college community.

Recently, committees on Commuter Problems, Library Development, and Registration have been set up by the students, in addition to the combined faculty-student Joint Committee on Dormitories and Food Services.

The purpose of the Committee on Commuter Problems is to unearth and evaluate the problems of day students. Commuters have complained that there is no place on the college grounds for girls who must remain at school after five o'clock. Many commuters have evening classes, or extra-curricular and social activities, and they have no place to dress or leave their clothes, for they are not permitted to stay at Brooks or Hewitt Halls. The present dormitories are equipped with only one commuter room and the committee hopes that more sleeping facilities as well as lounges will be provided in the new dormitory and library buildings for the growing commuter body.

The Joint Committee on Dormitories and Food Services was set up to formulate and put into effect plans for a new dormitory on the Barnard campus. According to Miss Jean Palmer, General Secretary of

the College, the committee is considering all possible locations for the new building, with the limitation that it must be in the vicinity of the two present dormitories, so that all three will be able to use the same food services.

The new dormitory will house 200 students. These additional facilities will accommodate the expected increment of 200 students. The sentiments of the committee were expressed by Miss Palmer, who said that the new rooms would not necessarily house present commuters, but that the committee would like to accommodate resident students in the new dormitory and plan adequate facilities for day students elsewhere.

In addition to the committees, student government is discussing the need of reforms in times of expansion. Suggestions on new methods of electing and conducting Representative Assembly have been discussed in Student Council. One idea was to have a rotating Assembly, in order to have every member of each class serve at least for a short time. Selection of this type of representation would be by straws or according to alphabetical listing of names. This system, in the opinion of Ann Lord '57, President of the Undergraduate Association, might be practical for freshmen, because it would give every one practical experience in Representative Assembly, but "we need permanent membership for the upper classmen so that there will be continuity in the order of business."

Miss Lord favors an enlarging of Representative Assembly to include fifteen representatives from each class, instead of the present ten. These additional representatives would keep an even ratio of representation for the expanded student body of 1500.

Between the size of the freshman class which entered Barnard in 1950 and the class entering in 1956 there was a difference of 99 students. In 1950, each representative in Representative Assembly represented 19 freshmen, while the incoming class in 1956 has one representative for every 29 students.

In order to coordinate the enlarged Assembly, and rid it of routine matters, Miss Lord is in favor of a system of committees, which will formulate and bring problems to Representative Assembly. An example of this system is the recently organized Registration Committee, composed of Gay Mainzer '59, Barbara Coleman '57, and Sandy McCaw '57. This committee will study registration problems and meet with Miss Margaret Giddings, Registrar of the College, to discuss these problems.

The Committee on Library Development, chaired by Marian Bachrach '57, is an ad hoc committee suggested by Miss Esther Greene, Barnard Librarian. The function of the committee is to find out student opinion on the new library. This will be done by asking questions of the students. Pictures of plans for the library are posted on Jake over a suggestion box, and students will be requested to leave their ideas there.

*The curricular proposals again, of that Dark Age are most perplexing to us. We could not conceive of a healthy education existing without the facilities of our twenty-six movie theatres, four television stations, and twelve feely labs. We can not imagine learning French, Hottentot, or even Aleut without our hypnotic megs. It is the opinion of the editors of your Barnard Bulletin that the students of 1957 were to be commended that they learned at all. The following is a article as it appeared in the March 4 edition of the 1957 Barnard Bulletin:*

And We Quote . . .

by Priscilla Baly, Sue Oppenheimer,  
Jacqueline Zelniker

Under the present enrollment of 1384 students, Barnard's academic system may seem to be functioning satisfactorily; however, the prospect of accommodating 200 more students magnifies any inadequacies and evokes a questioning of the system with a view toward change and improvement. The first step in the present expansion plans of Barnard College is the building of the new library. Once this has been completed, however, Barnard hopes to increase enrollment and expand her curriculum. At present, two major curriculum changes are being considered to improve the course of study and to accommodate more students without increasing the faculty. According to Professor Henry Boorse, acting Dean of Faculty and

executive officers of the Physics department, the scarcity of teachers has created the problem of finding a means of handling the education of more students with the same effectiveness as at present.

The first of these considerations was suggested by Professor Richard P. Youtz, executive officer of the psychology department and chairman of a faculty committee studying teaching resources at Barnard. He calls for a four four-point academic program to be substituted for the present system of five three-point courses. Academic hours would not be increased under the system. Instead students would write more papers and do more independent work than at present. Mrs. Rostow '28, commented that the program would mean more rather than less teaching time but under such a plan Barnard would be a more rewarding place to teach. "Instead of seeing your words go into so many notebooks (as you do under the lecture system), you will have the meaningful experience of knowing that you are talking to another human being and awakening new ideas." The major disadvantage of this system would be that students would have less chance to "sample" courses. There would be more concentration in major subjects and students may tend to specialize too early in their college careers. This would effect the balance of departments.

The Curriculum Committee whose job would be to institute such a plan, has not pushed the 4 point program. Instead it has been investigating the possibility of setting up a tutorial system. Miss Sandy McCaw '57, chairman of the Curriculum Committee, explains this as a system in which the freshmen and sophomores would take five courses a year, of an introductory nature. Advanced courses would be given in the form of open lecture series. Juniors and seniors would have one course a year, a seminar course. This seminar group would have the ideal number of ten students who are specializing in the same field. They would be responsible only to the leader of their seminar, who would prescribe their reading lists, written work, exams if any, and the lectures that they should attend in connection with their work. Lecture series would also be open to lower termers, but not for credit.

There are some advantages to this system. For example, introductory courses would be smaller since there would be no juniors or seniors in them; certain requirements may be fulfilled by simply attending a lecture series while social sciences, religion and fine arts lectures would benefit as many students will drop in to hear them.

However, some troubling questions also arise concerning the system. Will Barnard's physical set-up allow such a plan? Would faculty-student relations suffer because of limited contact with lecture teachers and the majors' responsibility to only one teacher? Will it be possible to accept transfers into such a system? And since the nature of science and languages prevents their adaption to a lecture series, how will they be presented in the curriculum?

Some graduate and undergraduate students are now employed by the college to assist the faculty, but when the student body is enlarged, will more of them be needed? This seems to be a problem of the individual departments.

Chairman of the fine arts department, Professor Julius Held, believes that his department could very well use graduate students to conduct regularly scheduled trips to the various museums. A graduate student now gives the third hour of Fine Arts 1-2, teaching the use of tools and art techniques.

On the other hand, Professor Henry Sharp of the geology department says that he does not believe that the increase of 200 students will necessitate further use of graduate assistants in his department. The laboratory of Geology 1-2 is usually taught by a graduate assistant. "They can learn while they earn," claims Professor Sharp.

The problem of expanding the student body without increasing the faculty and without lowering educational standards is also of great concern to our brother and sister colleges.

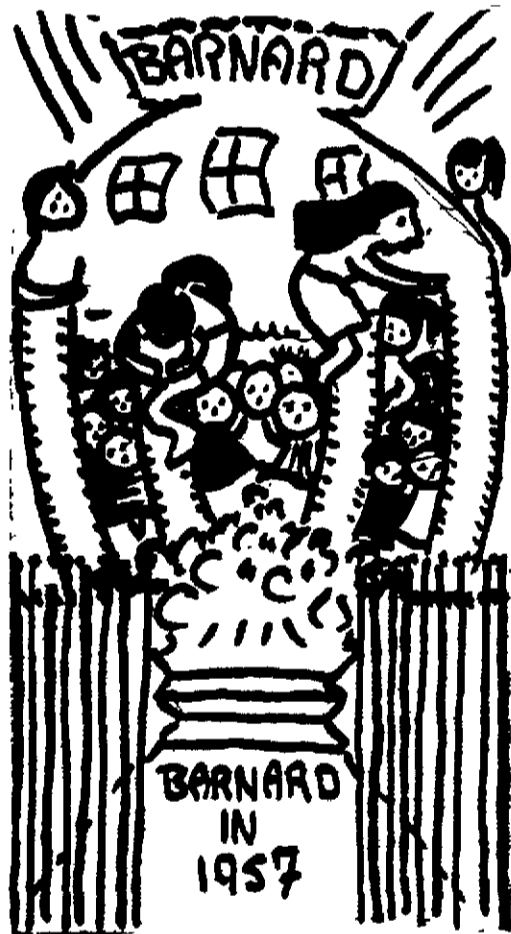
At Antioch, a coeducational college in Yellow Springs, Ohio, required general education courses may have over a hundred students in the lecture sessions. These are broken down into smaller discussion groups for one or two periods a week. Many individual research projects are assigned in connection with these courses.

Tutorials are frequent at Antioch, especially when courses in the student's field of interest are not normally given, or when those that are given do not fit into the student's program.

Courses are occasionally disbanded for a period of from two to six weeks to give students a chance to work entirely on their own.

At Bryn Mawr College, a form of the tutorial system is used. Freshman, sophomore, and juniors take four courses and seniors three and a half. The lighter load for seniors is used to allow for preparation for

(Continued on Page 5)



## Barnard College Expansion

(Continued from Page 4)

the final exam in the major field; this consists of independent reading and conferences with members of the major department. More than four courses can be taken during the first 2 years to allow for a lighter senior year or for the addition of allied courses.

Bryn Mawr offers an honors program to students who have completed 2 years of study in the major field. Such a program is given in connection with an advanced course and includes independent work. Seniors may be exempted from course examinations under special conditions, and they enjoy a two week reading period in January during exam week.

Harvard University is experimenting with electronic devices to permit instruction of more students without increasing the faculty. The "Robot Age" has come to college! A professor of psychology at Harvard is constructing self-teaching devices which go far beyond existing audio-visual aids in giving the student an immediate report of the correctness of his own work not only on multiple choice questions but on problems which require the student to compose an answer. A set of frames of verbal and pictorial material is printed on a disc and inserted in the machine. One frame is exposed at a time. The student writes his response to each frame on a paper tape which passes out of reach before the correct response is revealed. His judgment of correctness is recorded. Each frame is presented in order until the question has been answered correctly twice.

*This has been the first article in a series of three that have been presented to you by your Barnard Bulletin 2586, in commemoration of our seven hundredth anniversary, and in anticipation of our proposed expansion. Remember that the Barnard Bulletin has been a part of the Barnard scene since its inception way back in the 20th century. Whenever you want your news analyzed by experience, consult your Barnard Bulletin; Whenever you want the true traditional coverage, consult your Barnard Bulletin. The second article of the series will appear on your newsstands tomorrow and will tell the tale of Barnard from 1957-2368. It will feature the sordid details of the ascendance of the Daily Bear and the Baby Blue Banner into collegiate prominence.*

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## Student Assembly Names Delegates To Annual Event

Eight students were selected by Representative Assembly last Wednesday as delegates to the annual Model United Nations General Assembly to be held at Princeton University. The conference will take place April 5 through 7.

Elaine Audi '57, Andrea Clapp '60, Vivian Gruder '57, Helga Hagedorn-Frase '57, Mimi Kurtz '57, Irene Lefel '57, Doris Platzker '58, and Ruth Wolfers '58 will serve as Barnard's representatives.

The Representative Assembly decided to increase the size of the delegation on the basis of the value of the conference.

## Prof. Lerner Analyzes Israeli Bid For Future Economic Independence

Obstacles facing Israel in achieving economic independence were considered by Professor Abba P. Lerner of Roosevelt College, Chicago who recently returned from a three year stay in Israel. Dr. Lerner spoke at a meeting of economics majors last Thursday.

"The central problem is how the country can develop its industry and exports," Professor Lerner stated. He affirmed the fact that Israel must catch up with other manufacturing countries if she is ever to become independent of foreign economic aid.

Many of the people in Israel, Dr. Lerner continued, came from underdeveloped parts of the

world such as North Africa or have been imprisoned in concentration camps; thus there is a lack of a highly experienced manpower pool.

Israel's imports now exceed her exports, which is the cause of her precarious economic situation, Professor Lerner said.

Dr. Lerner, contemplating Israel's near future, stated that there is not much hope for immediate economic independence but that the people are "moving in the right direction." Opening of the Suez Canal to Israeli shipping, the visiting Columbia professor prophesized, would help the economy a little but he considers this a minor matter in the over-all picture.

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### Educator Weeks Considers English Education System

Quoting the German poet Schiller, "The artist may be known either by what he omits," Peter Weeks, Fulbright scholar and teacher at the Allen Stevenson school, embarked on a discussion of the form, style and content of education in England.

The English style is characterized by a traditional atmosphere which prevails in the older English universities such as the "sense of order, sense of continuity, and sense of responsibility" found in Oxford University.

Elaborating on the form of the English educational system, Mr. Weeks explained that the education and career of the English students are decided by the time they reach the age of eleven. At this time an examination is given in grammar, composition and arithmetic which resolves the question of whether the student will attend a secondary grammar school and then a university, a technical school or a secondary modern school. The limited number of universities accommodating a small number of students creates an intellectual elite in England.

### Zetterberg Notes Sociology's Help On Foreign Tours

The advantageous position of a sociologist in touring a foreign country was considered by Dr. Hans L. Zetterberg, lecturer and author, at a meeting of sociology majors last Thursday. His talk was entitled "Problems in the Study of Total Societies: the Tourist as a Sociologist."

Dr. Zetterberg noted that communities tend to have standard sets of expectations in regard to strangers who venture within their borders. While these patterns of expectation can facilitate adaptation to a new land, he found that they can also cut the newcomer off from the everyday life of the group. Training in sociology is often an asset in reaching the people in the latter case.

In discussing preparation for travel, Dr. Zetterberg added that a prospective tourist could become familiar with the "dominant institutional realms" by perusing such literature as the United Nations Yearbook instead of the usual tourist material.

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### Prof. Hadas Terms Greek Concept Of Education An Important Legacy

"The most important aspect of our educational legacy is the concept of what education is," said Professor Moses Hadas at last Thursday's Noon Meeting. His talk was entitled "Gentlemen vs. Players."

The popular professor of classics at Columbia College continued by saying that it was to our benefit that the isocratic doctrine of education triumphed over the Platonic doctrine. "The crux of a liberal arts education is the notion of the amateur's approach, not that of the technician," concluded Dr. Hadas.

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Martha Bachner, RADCLIFFE  
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Holly Jennings, U. OF N. CAROLINA  
Sham Lamb

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