

OCT 19 1959

# Kivette Advises Freshman Class

Mrs. Ruth M. Kivette, class adviser, spoke to the Class of 1963 last Tuesday in the former Ella Weed Library in Barnard Hall. Her talk was designed to introduce Freshmen to the academic atmosphere of Barnard and to acquaint them with the physical surroundings of their new Alma Mater.

Mrs. Kivette reminisced about Barnard as it was when she was a freshman, fifteen years ago. Names of another time — Jungle, Brinkerhoff Theatre — were contrasted with Lehman Library, Annex, Minor Latham Playhouse. She told the class about Nicholas Murray Butler, then President of Columbia, and the former Dean Gildersleeve, the only woman to sign the U. N. charter. Mrs. Kivette observed that the appointment of Mrs. Millicent C. McIntosh to Dean of Barnard changed the atmosphere from austere to friendly because of the nature of Mrs. McIntosh's personality.

To prove that the philosophy of education underlying the work of the faculty has not changed, Mrs. Kivette cited a report made by Professor Helen H. Parkhurst which advocated "Sound bodies to house sound minds." Professor Parkhurst felt that the ideals of education are the acquisition of raw material of thought, items of knowledge, and a network of relationships between these items. Education was compared to an "ocean of knowledge," a career, a "port of endeavor." Science, scholarship, and an unbiased search for truth supplemented the "moral and spiritual growth" accomplished by a college education.

## LANCELOT SMALL

Mr. Lancelot Small, who had worked as a special porter at Barnard for eleven years, passed away last Saturday.

As special porter, Mr. Small helped with cleaning, moving, and special events around the college.

"Mr. Small was a good porter who worked very hard, with good humor and cooperation," said Mrs. Mary York, supervisor of Building services.

Mr. Small is survived by his mother and sister.

Mrs. Kivette interpreted Professor Parkhurst's remarks as identifying college as a "period of grace" to ease the transition from learner to wage earner, from immaturity to emotional growth. Mrs. Kivette admonished her audience to realize the difference between "openminded" and "empty-headed," and to sensibly appraise the defeating conformity of non-conformists.

At college, the student is blessed with a freedom, not to escape authority, but to establish a mature authority of her own. This freedom, she said, implies the responsibility to develop the wisdom and courage to reject what is not acceptable. The unacceptable way of life is to be replaced with something better, more easily believed and more strongly put into practice by the more mature person.

## Dean Bailey Addresses Transfers

Dean Helen Bailey, addressing a group of transfer students, expressed an awareness of the problems that confront many transfer students. At the meeting held last Tuesday in Minor Latham Playhouse the Dean specifically mentioned the anxiety over the loss of credits and the Language Placement Exams.

Transfers were advised on some of the points in the two year residence or sixty-point regulation. These sixty points generally exclude Columbia Summer School. The Dean stated that though these rules are generally adhered to rather strictly, the student has the right to petition if she encounters a serious problem.

The transfers were advised to acquaint themselves with their class and major advisors. Dean Bailey explained that the class advisor is in a position to refer them to persons who can assist them with their respective problems, while the major advisor is primarily interested in the student's relation to his particular field.

## Student Service Group Expands Membership

SSO, Barnard's Student Service Organization is on call for "any little jobs that can help the college community," says Dorothy Memolo '61, publicity chairman for the group.

Organization chairman is Ann Dawson '60. Membership is expandable to about 45. Members are chosen from volunteers on the basis of merit and academic standing.

During the past year the group has worked at such varied projects as ushering for the University Women's Forum held at the Waldorf Astoria last February to acting as debate tournament timers for the contests held at Barnard. During Parents' Day they distributed name tags and programs, and during the holiday season they sold Christmas cards on Jake.

An important committee of the organization is that which spon-

sors the Wednesday afternoon college teas. This year the teas will be organized around a definite theme. Each tea will honor various departments of the college and members of that department will be present to meet the student body.

The Community Service Committee of the organization works closely with AY-A. SSO tries to distribute the free tickets to college and university plays and activities that are available to neighborhood children. Last semester they also sponsored tours of the city for children of the vicinity. The group organizes pre-freshman tours of the campus and hostesses, visitors and dignitaries touring the campus.

A sign-up sheet for the organization will be posted on Jake by October 15. SSO will also sponsor a booth at the Clubs Carnival to be held on October 23.

# Barnard



# Bulletin

VOL. LXIV — No. 4

Thursday, October 8, 1959

Price 10 Cents

## Newly Elected President Conducts Special Session

A special Student Council meeting was called to order Tuesday night by Ruth Segal, newly elected president of the Undergraduate Association, in an attempt to make up for the time lost by a presidential vacancy. Miss Segal announced that extra meetings will be held once a month so that all of the plans for the coming year can be put into effect.

At her first Student Council meeting on Monday, Miss Segal stated that each member of student council will be in charge of a project outside the realm of her normal constitutional duties. This, she explained, is not an innovation, but a continuance of the practice that was begun by Corky Marcus. "There is just too much to be done for student council members to have only one responsibility."

One of the first projects to be

undertaken by student council this semester is a reevaluation of orientation. This will include



Ruth Segal

transfer, foreign students, as well as freshman orientation. Another project high on the agenda for student council is the creation of a Morningside Committee.

This committee, according to Miss Segal will be composed of the heads of all those organizations connected with Morningside activity. Thus, if Term Drive were dedicated to Morningside, the chairman would be invited to join this committee. Miss Segal hopes that this committee would become the "coordinating and creative group" of all projects dealing with Morningside Heights. She pointed out that many suggestions were brought up in Rep Assembly last year which were not acted upon. Such suggestions, as a Winter Playday for the children of Morningside, or a program of volunteer work supervised by the Sociology Department will be studied this year.

"I would like to make spring something worth remembering on Morningside," Miss Segal said. To this end, she hopes to expand the Arts Festival, the first of which was held last year. This year, Miss Segal hopes to include original art work. This semester, student council will repeat its series of co-ed lectures on some aspect of the fine arts.

Student Council has also directed the Curriculum Committee to survey the possibilities of Barnard students doing independent reading and research as part of their major work. This would be working toward the institution of a tutorial or honors program, whereby, in the senior year, part of the student's program would be devoted to independent work under the supervision of a faculty member.

## Greener Grounds Greet Under-grads

No longer will the acres of rolling plain between Barnard and Milbank Halls stretch construction-scarred and grim, for this week Nature has come to Barnard.

Landscaping of the grounds surrounding Adele Lehman Hall Memorial Library began this week with the planting of several trees and shrubs. The work will continue during the next few weeks, leading to the formal dedication of the finished buildings and grounds in late October or early November.

Conspicuous among the new greenery is the appearance of the celebrated Barnard ivy, which has been carefully nurtured for the occasion. Although in its embryonic stages, it is hoped it will flourish quickly to complement the rest of the campus.

President Millicent C. McIntosh expressed the hope that the new greenery and plant life will create a pleasanter, more liveable atmosphere for Barnard students.

Picnicking students, botany majors, and Barnard's infamous tiny squirrel friends will appreciate the effect.



Students and faculty stand in awe as a real tree is planted by workmen on Barnard's new campus in front of Adele Lehman Hall.

## Freshmen Evaluate Orientation Plan

The Freshman Orientation Committee has printed an evaluation form requesting criticism, suggestions, and questions about this year's Freshman Orientation.

The form asks freshmen to comment on any or all of the required programs: the President's Luncheon, Freshman Dance, Academic Panel, and the other events which all freshmen had to attend.

The second part of the questionnaire asks which optional events freshmen attended and how they enjoyed these events. Freshmen may submit suggestions for future optional events.

To help next year's Orientation Committee plan the schedule of events, the Orientation Committee asks freshmen to consider such new and varied events as a non-coed Community Orientation Day, a co-ed discussion group led by qualified faculty members on some popular topic such as religion. Two other events offered for consideration are an athletic tournament day utilizing many of the physical education facilities, and a tea after the freshmen examinations on the Friday of Orientation.

# 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 Barnard Community.

"Entered as second class matter Oct. 19, 1928, at the Post Office at New York, N. Y., under the Act of March 3, 1879."  
Subscription rate \$3.75 per year, single copy, 10 cents.

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## Life vs. Death

This is for those students who pretend to be at Barnard during the 1959-60 year.

A quick glance at the first three issues of *Bulletin* will show, not withstanding a little excitement, at the outset, that the Academic Year, with all its trappings, is fully upon us. The usual number of teas, speeches, new courses, scholarships, contests, reviews and meetings glare out at us from the printed page.

All in all, it looks as if the College were about to plunge itself into its regular routine. The clubs will put on their plays and the various student committees will conduct their searches and do their useful jobs. Somewhere along the way there will be midterms, then final exams. And following that the criticism and evaluation of all the good work that was done. Next, we'll have the new officers and editors, with all the new plans and all the talk about what they will do. Yes, the mediocrity of everyday living is upon us. Unless we stop to think. And unless we remember continually that we can be thinking, creative individuals instead of blobs of moving protoplasm.

Is it silly to criticize and judge the year's plans before they are put into effect? Perhaps it is absurd. But then why do we always wait until the end of an administration to talk about "what might have been?" We must not only watch the daily events of a community. Rather we must be prepared to react to these events; either by taking them seriously or maybe just laughing out loud.

A community's awareness of itself is illustrated by its curiosity, its spontaneity, its ability to care. But an academic community should have the added advantage of the inquiring mind at work. And yet, it is the academic community where we find the most blatant examples of oblivious living.

And why should a college community care? Why should it have spontaneity? Why should it be curious? Why must Barnard be aware of itself? The answer is simple. It will die if it doesn't. Day-to-day mediocrity will keep it alive for a while, but when that sets in then a community is living on borrowed time.

We are at the beginning of an Academic Year. We hope that it will not be a year marked by a community's silent acceptance of whatever comes its way. We hope it will be a year in which at least a part of the community uses its inquiring mind for other than scholarly pursuits; that this mind be applied, occasionally to the more mundane aspects of life.

We are, no doubt, idealists. But we hope that the student body will keep alive and awake, that it will challenge constantly the student leaders and editors on this campus, if they feel that a program or a plan (or the lack of one) is not valuable. We ask for a little life, a little zip, a little joie de vivre, a little curiosity on the part of the students towards this entity, "the student community," which they themselves have created.

It is idealistic (and it would be overwhelming) to think that the masses cared all the time. They usually prefer oblivion. But if out of a group of 1450, each individual cares just once during the year, if the inquiring mind waves a little flag just once, then maybe we won't have to give in to the temptation of mediocrity.

## Sound-Off: Cuban Education

## Another Look...

Last week, in the pages of this newspaper, appeared a Forum, "Cuban Education." Its aim was to indicate that Cuba's "newly created system of education shows the growing trend toward totalitarian ideals."

We submit the following in support of the position that the article "Cuban Education" is indicative of nothing so much as an inexplicable hysteria, a pseudo-logic, factual omissions, oversimplifications and questionable historical analogies.

First, by way of preliminary comment, we have found no reference in the article to the author's sources of information. Unless and until these are made known, the veracity of her provocative statements cannot be accepted by anyone aware of the invidious connotations with which they are inseparably bound up.

### Nationalism Taught?

Even when we ignore this conspicuous omission and in face of a revelation from sources unrevealed, attempt to submit the author's thesis to critical evaluation, we fail to see the light. . . We are told that the Cuban youngster is taught nationalism in kindergarten; that he is drilled in civic responsibility; that his textbooks are rewritten to include nationalistic accounts of the revolution. Perhaps within the framework of the author's Martian System of Logic, one can conclude that the child will undergo a metamorphosis, emerging as a mirror image of Fidel or Hitler. But it would be just as sensible to conclude that the American youngster at mid-twentieth century is a brown shirt in the making because he completes a required Junior High School course in civic responsibility, (referred to in some circles as Indoctrination 1-2).

Following the author's logic further, if we were to agree that the Cuban grade school knows no other history than that supplied from revolutionary sources, what does this prove? What great point would be demonstrated if we were to assert that American third graders know no other history than that passed through the sieve of their packed local Boards of Education?

### Efforts Towards Education

The author has not spoken at all to the question of the Castro government's efforts to construct and outfit educational institutions in areas such as the Sabota region where opportunities for any kind of learning were virtually non-existent; she makes no mention whatever of the Columbian school project now under way in Havana which will provide 10,000 resident and non-resident youngsters with the fundamentals of learning. (An illiterate population let us remember, possesses not even the tools for counteracting the propaganda efforts of a power-drunk regime.)

What about Cuban education on the University level? We would be inclined to believe that here, and not in the kindergartens or grade schools, the Cuban student is in a position to discriminate between fact and fiction. (See CUBAN, Page 4)

## The Halls Of Ivy

by Barbara Blumenreich

There are many ingredients which go into the making of the awe-inspiring institution known as college. One of the main elements is awe-inspiringness. This can be accomplished by providing charming old buildings which reek with tradition or by reserving ample lawn space for students to lose themselves in philosophical speculations or bridge. The real sign of a college worthy of one's veneration is the presence and preferably the abundance of ivy.

When a new building is introduced on campus, it must inspire a new species of awe. The student body acquires a reverence for the modernity and bold-



L.S.

ness which the building symbolizes. But as they lounge in the comfortable chairs and gaze at the works of art adorning the peach colored walls, the students experience a doubt in their collective mind. "Will ivy ever grow on it?" they muse.

Little do they know that when the exalted chiefs met to plan the new building they put aside a tidy sum with which to purchase ivy seeds. During the summer, while men labored over the white edifice, special nurses cultivated and cared for the infant ivy plants.

On Monday, October 5, 1959, the ivy reached maturity and was planted around the rough stone posts outside the building. The student body breathed a collective sigh of relief, but there are still those who sadly shake their heads and wail, "Ivy will never grow on it."

## Letter to the Editor

Judging from her article *Forum — Cuban Education*, Miss W. K. is completely convinced that the new system of education in Cuba reflects the "growing trend toward totalitarian ideas." We were only convinced that she knows either absolutely nothing about the subject, or else considers facts unimportant when she has interesting opinions to proclaim so authoritatively.

The two facts about Cuban education stated in her article are: 1) there is a committee, headed by an anti-American, anti-imperialist, the purpose of which is to "re-write the history of Cuba," 2) the ideals of the revolution, patriotism and civic responsibility will be taught to children, starting at an early age. Certainly, with only this information a reasonable person would conclude that the new Cuban system of education is perfectly consistent with patterns of education in democratic countries. No one would argue that the ideals of a popular revolution, patriotism, and civic responsibility are, and always have been strongly emphasized (in my opinion not enough) in American schools.

Columbia University has just opened a Citizenship center, to encourage civic responsibility. How old was Miss W. K. when she first sang the Star Spangled Banner? American education is supposed, although it often fails, to provide us with a deep appreciation of the ideals of our own revolution. We hope we didn't sound like D.A.R.S. for that, above all, is not our purpose. Miss W. K. consistently uses the term "rewritten history" implying something akin to Orwellian Doublethink. Since history is "that which has hap-

pened, she seems to reason, any attempt to "rewrite" history consists of a distortion of the facts. Obviously "history" is here being used in two senses. First, it refers to a written account of these events. Therefore the purpose of a committee created to rewrite history may be to improve on previous written accounts, not to distort the facts. Furthermore the shift in intellectual climate which invariably follows a social revolution such as the one in Cuba, must inevitably be reflected in post-revolutionary writings, such as textbooks, not necessarily as a distortion but as a subtle and legitimate alteration in point of view. We may be confident that this happened after the American Revolution.

As an example we can consider the tendency to "anti-imperialism hatred" which W. K. feels (and we agree) will find its way into Cuban textbooks. This, we maintain, is to be expected in a country which has been strangled by American economic imperialism for many years. We feel that it is a sentiment which has widespread, justified support among the Cuban people, and we also feel that no twentieth century man or woman who views history from a moral standpoint can feel anything but abhorrence for the evil institution of imperialism. Why then, vilify Cuban education for attempting to instill such a feeling of abhorrence in Cuban youth? Should we not applaud this attempt as we might applaud an American textbook which describes the evils of racial discrimination?

We hope that W. K. reconsiders her point of view, and learns (See LETTER, Page 3)



**Forum**

# Struggle For Mastery Underlies Steel Strike

October, apparently, is open season on management and the Steel Workers Union is taking full advantage of the fine hunting weather.

But this year management is not a fearful prey, scampering hightail for cover. Not by a long shot. Management is holding its ground, fighting back for all it is worth against union exploitation of business and it is holding the dogs at bay.

The main impediment to the settlement of this particular strike is that the issues being discussed are not usual ones. It is true that each side has advanced complex and confusing economic arguments for its position. All the verbiage notwithstanding, neither position is obviously the right one.

All the arguments may be reduced to the "you did it" — "I did not" style of altercation. Management says it cannot afford a flat 15c wage increase without raising steel prices and thereby handing the market over to foreign steel and encouraging inflation. Labor says the steel companies can afford a flat 15c wage increase without raising steel prices.

**Underlying Issue**

The underlying issue is a mortal struggle, the outcome of which will establish once and for all which of the opponents is to be master.

For many years the unions have been demanding wage increases and other benefits for the workers of the steel companies. Their demands have been satisfied, even though at times management thought the demands unreasonable. In order to maintain their desirable advantage the unions now feel obliged

to strike and strike again to prove their superior strength.

**Management Defensive**

On the other hand management has decided that now is the time to stem labor's offensive drive. It can no longer allow itself to be bullied into submission by union threats.

The steel strike stalemate will continue to paralyze the country until one or the other of the opposing parties decides to give up the fight for supremacy. The union members, the laborers, will probably not recover losses they suffered while out of work even if the union does force the steel companies to comply to its demands.

In the meantime, what is happening to the nation's economy? Railroads have suffered disastrous net losses in the last month as compared with previous years. Foreign imports of steel are increasing rapidly taking up the markets formerly held by U.S. steel. Steel supply shortages are nevertheless making themselves felt in industry.

Surely the comparative prestige of these two organizations is not worth the painful sacrifice of this country's economy and the added sacrifice of the incomes of 500,000 laborers. Unfortunately there seems to be no adequate substitute for the bargaining power of a strike in spite of its disastrous results.

Therefore, it is necessary that the union leaders learn not to abuse the strike privilege and that management not be unreasonable in its dealings with the unions. The fate of our economy does not properly lie in the hands of two factions bickering over the insignificant question of which one is bigger and better.

B. J.

## Essays Study Schweitzer's Major Ideas

The Albert Schweitzer Education Foundation is sponsoring an 85th Anniversary Essay Competition on "The Challenge of Albert Schweitzer."

College students can win \$300 for an essay of 4000 to 6000 words. Members of a college faculty, for a first prize essay of 8000 to 10,000 words, can win \$500. An international committee of Schweitzer scholars will judge papers.

The object of the contest is not to promote criticism or uncritical acceptance of Schweitzer's ideas; agreement with them is not required. The competition is designed to encourage individuals to read Dr. Schweitzer's writings, to study the wholeness of his concept of Reverence for Life, and to evaluate his synthesis in relation to their own personal philosophies and to the world crisis. Clarity and accuracy in present-

ing ideas will be given more consideration than literary style.

Registration stating name, address, and student or faculty rank must reach the Foundation office, 55 E. Washington St., Chicago 2, Illinois, by midnight, November

10, 1959. The final deadline for completed essays is midnight, December 10, 1959. Awards will be announced January 14, 1960 in connection with the nationwide observance of Albert Schweitzer's 85th birthday.

## Letter

(Continued from Page 2)

not to allow herself to become frightened by such terms as "anti-imperialist." Such a standard response as this might cause an objective observer to conclude that her instruction in history has been "properly oriented."

Jeanie Dubau '60  
David Dubau  
Columbia University

## Neustadt Presents Analysis Of Jews In Political Life

Professor Robert E. Neustadt of the Columbia College Government Department analyzed "The Jew in Politics" at Monday's Seixas-Menorah lecture meeting.

Professor Neustadt defined "politics" in the sense of his topic as electoral behavior, party organization, office holding, and influence in policy content. He applied the term "Jewish community" to those "whose neighbors regard them as Jews and those who regard themselves as Jewish."

The Jews, at least in this city, Dr. Neustadt believes, lean preponderantly in "what is loosely called" the liberal direction in electoral behavior. This group, especially since the New Deal characteristically votes Democratic. This situation has been steady except for the 1952 switch which was proportional to that in other

so-called "groups."

Professor Neustadt noted that other groups, such as the Irish Catholics in the past and the Italians at present, have used political party organization as a means for social mobility. The Jews, however, have branched into many commercial and intellectual fields which, in themselves, have served the same purpose.

**ERRATA**

• The credit line on the Forum on Page 4, Monday, October 5, should have been signed W. K.

• Miss Libby Halpern '60, not Miss Sybil Halpern '62, participated in the Summer Science Research Grant program under the direction of Dean Boorse.

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# Cuban Education...

(Continued from Page 2)

tion, between two interpretations of the same event, between two opposed presentations of the same facts if the tools of the scholar remain at his disposal.

A valid question here might be, "Has the university student in Cuba been impeded by the Government in his search for truth?"

As a guest of the Cuban Federation for Students for eight days this summer, we are in a position to submit the following: Cuban students of our acquaintance are hypersensitive to the meaning of the individual right to free intellectual inquiry — the University of Havana was closed for three years during the Revolution while they fought to secure this very right. Is it to be anticipated that they will willingly yield it?

In further support of her thesis, "Totalitarian ideals, our author points to a proposed rewriting of Cuban history by an alleged anti-American and (so it would seem from the author's six word biographical sketch) an anti-imperialist as well."

### Texts Disappear

It is only if in the process of writing new history the old history texts disappear mysteriously from the university bookshelves that a crisis confronts us.

The author notes the irony of the fact that simultaneous to the spread of the dark forces of tyranny and oppression in Cuba this summer the World Confederation of Organizations of the Teaching Profession stressed the importance of the educational freedom as a *sin qua non* for the "free exchange of free ideas." The author remains however oblivious of the fact that the Cuban Federation of Students invited a week's expense to itself. At least students' de-

mine for themselves the extent to which the hysterical cries of communism, Nazism, tyranny and dictatorship, ought be directed against the Cuban nation.

### No Analogy Possible

We were there, and yet we make no claims to omniscience on the basis of an eight day trip. We spoke with the students, with the people, with the government officials, with Fidel Castro, and yet remain unable to draw the analogy between the Castro-led revolution against the Batista dictatorship and Hitler's crushing of Germany's last hope for constitutional democracy under the Weimar Republic. But can anyone?

But how the author is able to prognosticate the nature of the contents of said proposed history escapes us completely. What is wrong with writing history anew? Has the author established beyond all doubt, the fact of a collaboration between this Eusebia Lushering and the Cuban government, "to give the future Cuban citizens a stronger feeling of pride toward their country and of hate toward the imperialist powers which interfered with its destiny? What is this true? How many times has our own country's history been rewritten in the interests of a manifest destiny loudly proclaimed in our press and militantly acted upon by our Heads of State our Theodore Roosevelt for example? Why must the author equate everyone and everything with Hitler?

What's wrong with writing history anew? Let us not forget that history was as much an instrument of the Batista dictatorship as it is alleged to be of the government. The Batista regime was not exactly acclaimed for its cultivation of scientific history.

—D. S.

# Delegates Attend Programs For CU Council Orientation

The Columbia University Student Council will hold an orientation meeting in John Jay Mezzanine Saturday, October 10 at 1 p.m. The meeting is compulsory for all delegates.

Opening remarks will summarize the history, responsibilities, and structure of CUSC, and its committee system. A report on National Student Association Affairs will be given by delegates.

The assembly will divide into workshop sessions at 3:00. There will be individual workshops for university affairs, NSA, inter-

school communications, and student services.

The University Council considers all issues affecting the quality and concept of Columbia's education system including academic freedom, scholarship and loan programs, physical facilities, course and program evaluation, adequacy of faculty salaries, financial problems, adequacy of library facilities, and dormitory dining hall service. Delegates to CUSC are elected by Barnard's Representative Assembly in the spring.

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## Bulletin Board

A seven week course in typewriting will be held this semester by Mrs. Clara Lux. The classes will meet from 4 to 6 p.m. on Tuesdays and Thursdays. The fee for twenty lessons of classes is \$30.00. Classes begin October 13 and will run through December 1 to allow for holidays. Interested students should contact the Placement Office immediately.

The Barnard Glee Club has announced that a few openings still remain. Meetings take place every Tuesday and Thursday in the College Parlour at 6:30.

The Class of 1961 will convene for their transfer at a tea next

Tuesday, October 13. The purpose of the program is to encourage the new juniors, Barnard's largest transfer group, to get to know their classmates informally. Included on the agenda is an informal program introducing junior show. Refreshments will be served.

Political Council made preliminary plans for their forum and for a full day conference at a meeting Monday. The forum will deal with the problems of municipal housing and the Title I disputes. The conference will concentrate on the political and economic problems of Africa. Dates will be announced in the near future.

ST. PAUL'S CHAPEL 117th Street and  
Columbia University Amsterdam

Saturday, October 11, 1959

11 a.m. Morning Prayer and sermon by the  
Right Reverend Stephen Harding Byne, Jr.  
Bishop of Olympia

former Chaplain of Columbia University

"THE PRIORITY OF GOD"

9 and 12:30 Holy Communion.

The public is welcome at all services.