

Barnard



Bulletin

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By Subscription

Universities Evaluate Underdeveloped Areas

by Naomi Weintraub

The role of the college student with regard to the under-developed nations of the world is the subject of the second annual Columbia College Citizenship Conference. The conference which will take place on February 24 and 25 will be co-sponsored by the Columbia College Citizenship Council, the Columbia College Board of Student Representatives and the Barnard College Undergraduate Association. Barnard's participation in the conference is being coordinated by Jo Turon, Sophomore Class President.

Invitations have been sent to colleges and universities throughout the East. Each college has been asked to send three delegates, including one faculty member. The first evening will include a banquet and an address. The second day will be given over to discussion workshops. A speaker from the United Nations has been invited to address the delegates after lunch.

The main feature of the conference will be the workshops. The delegates will be organized into groups of ten and each group



Jo Turon '63

will discuss the problems facing a single nation. Diplomats and exchange students from the various countries will lead the discussions. Each delegation will indicate a preference from among the following countries: Peru, Guatemala, Venezuela, Afghanistan, India, Indonesia, Ghana, Kenya, Guinea and Iraq. It is hoped that the discussion of single countries

will throw light on the unique problems faced by all underdeveloped countries.

The Conference also intends to consider the proposal for the establishment of a "Point Four Peace Corps."

Speaker Considers American Image At International Affairs Meeting

The ideological struggle between the United States and Communist forces was declared to be the most urgent battle of our time by Governor Averill Harriman while addressing an assembly of college editors. Mr. Harriman called for positive action, especially from American youth, as the present "image of America is much more anti-communist than pro-democratic."

Governor Harriman was one of the guest speakers addressing the Third Annual Student Editor's Conference on International Affairs, held last weekend, and cosponsored by the Overseas Press Club of America and the United States National Students Association. Five editors Barbara Blumenreich '62, Joy Felsner '62, Roz Marshack '62, Eleanor Traube '62 and Mary Varney '61 represented Barnard at the three day conference, held at the Overseas Press Club in New York. More than one hundred fifty colleges and universities sent delegations to the conference.

Public Opinion Important

A panel discussion of "the journalists in international affairs," emphasized the importance of public opinion and the difficulties arising in circulating of foreign news. The trials of the foreign correspondent were lamented by the panelists. One of the speakers remarked that he needs extensive general information, "simpatico," good writing experience and an cast-ion system for fact digestion.

As a member of the panel, Mr. James Wechsler, editor of the New York Post, declared that the "function of a newspaper is to comfort the oppressed and afflict the comfortable." He claimed that the college paper's function was to "provoke arguments on campus."

On the second day, the conference was split into area seminars covering the critical sectors of the world. Panel members generally had wide political experience in their areas so that the questions discussed were of immediate concern to them. Afternoon sessions were led by journalists who had been active in the respective areas. Editors were thus given

Down South

(Editor's note: The following editorial was written in North Carolina, and forwarded to the Bulletin by Janet Gregory, editor-in-chief.)

Should we exchange students with the South? From here the answer is as plain as it is positive.

A student exchange is a vital learning experience. Questions that would not arise outside of the actual situation stimulate new thoughts. First hand observation presents undeniable facts that cannot be obscured by verbiage. Dusty ideas meet challenges from other points of view.

Sensational news stories do not communicate the facts behind the violence. We had heard of the sit-in movement in the South to further integration. We knew of the traditional fears, hatreds and anxieties behind the segregationist idea. But we did not know exactly who the segregationist is, nor, more important, why he is. Nor did we know what was being accomplished, if anything, toward integration.

The Barnard students at Wake Forest College in Winston-Salem, North Carolina, have had the opportunity to meet people deeply involved in the integration problem. We have questioned southern Negroes and whites extensively concerning the racial problems in this part of the country.

We have learned that the movement toward integration is proceeding slowly but surely in the South. Wake Forest is attempting to bring an African student to the campus as a first time step in that direction. There are already some Oriental and European students enrolled in the college. As

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first hand views of the difficulties of political solutions that must be met by American foreign policy programs.

Foreign speakers often referred to the disappointment of the student movement in the emergent, underdeveloped countries, in the lack of response from American students. They increasingly rely upon their own initiative. This failure on the part of the American students is reflected in the indifference of the younger nations to American public opinion of their policies.

Edward F. Kennedy and John D. Rockefeller IV were featured speakers at the Saturday luncheon for the representatives. Mr. Kennedy emphasized the need for quick and constructive action on the part of the current Administration in the African situation today. Mr. Rockefeller, returning from an extensive stay at the International Christian University in Tokyo, spoke of the hardships facing the students in Asia and called for increased American help and support in this area.

E. T.

Kilpatrick To Speak At Education Forum

by Cynthia Cherner

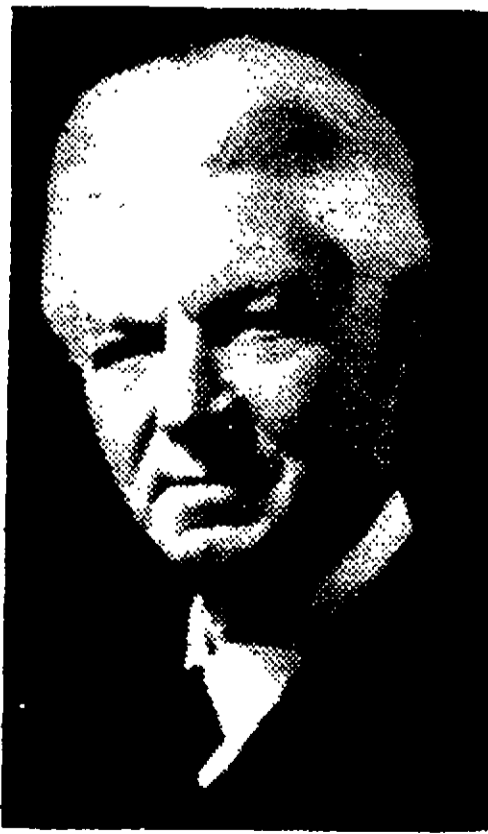
At the Education Colloquium on Thursday, Dr. William Heard Kilpatrick, Professor Emeritus of Education at Teacher's College will speak on the topic "What is a philosophy of Education?"

Dr. Kilpatrick has a number of degrees. He received his A.B. from Mercer University in 1891, and his Ph.D. from John's Hop-

Kilpatrick-Dewey almost becomes one word in any discussion of education. Both echo the statement that life is "experience based on the application of intelligent inquiry to situations as they continue to arise;" and that the good life is represented by the values emerging from such situations which enhance the creative growth of the individual and society. Professor Kilpatrick has contributed many of his thoughts and actions in order to further educational thought.

A writer of many books, Dr. Kilpatrick is author of "Source Book in the Philosophy of Education," "Education for a changing Civilization," "Group Education for a Democracy," and "Selfhood and Civilization."

(Special, Monday afternoon)
The faculty of Wake Forest College voted by an overwhelming majority to integrate the campus.
In April, their recommendation will be brought before the college's trustees, who will make the final decision on the admissions policy regarding Negroes. This will determine the acceptance or rejection of an African Negro who is applying for admission next September. The African student would be financed by funds raised by the students of Wake Forest College.



Dr. William Heard Kilpatrick

kings University. His professorships range widely from Northwestern University, to the University of North Carolina. Professor Kilpatrick has been Professor Emeritus in Columbia University's Teacher's College since 1938.

Conference Analyzes "Reawakened World"

"Latin America: New World Reawakened" will be the topic of discussion at the Barnard Intercollegiate Conference to be held here on Saturday, March 4. Twenty-five students from the "Reawakened World" itself and together with a United Nations delegation from Brazil will be present at the all-day conference.

Eleven Schools

Faculty delegates from eleven schools, including Columbia, Barnard, and Sarah Lawrence, and student and faculty delegations from the University of Pennsylvania, West Point, Yale, American University, Douglas College, Vassar, and Adelphi College will attend seminar groups in the morning headed by faculty members. The topic will be discussed from all aspects: the role of the Organization of American States, dictatorship and communism, and internal Latin American problems of education, religion, class stratification, population expansion, land reform, labor and trade.

The seminar groups will prepare resolutions on these current problems which will be presented at an "open end" concluding session. The serious issues of the morning session will be left for a time to discuss the cultural achievements of the New World Reawakened. Professor Eugenio Chang-Rodriguez of the Univer-

sity of Pennsylvania will lead a luncheon discussion on "Arts in Latin America."

Final Resolutions

The Organization of American States will receive the final resolutions of the open end session. These resolutions will be the results of the combined efforts of college students and experts in the Latin American field, among them, Dr. Frank Tannenbaum of Columbia U., keynote speaker, Miguel Aranguren, Chief of the Division of General Information, and Dr. Juan Marin, Director of Cultural Affairs, both of the OAS; Miss Muna Lee of the U.S. Department of State and William MacLeish, Special Projects Editor of Vision, who says of the conference, "It sounds like just the sort of thing that should have been happening in our universities for the past ten years."

The Barnard Intercollegiate Conference is part of the Political Council program whose aim is to promote a general awareness of national, local and international activities as a result of participation in a varied program, according to Sybil Halpern, '62, Publicity Chairman of Political Council and co-chairman of the Conference Committee. The twenty Barnard girls who will attend the conference signed up to be selected as delegates.

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Down South

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one of the students commented, "Integration will come — eventually."

What are the arguments for segregated schooling? The fears of being outnumbered, of increased inter-racial marriages, of lowered academic standards in the white schools and the need to maintain the social order are common statements heard for segregation.

We came with an open-minded attitude to observe conditions in the South, especially in the schools. We visited "separate-but-equal" schools, sometimes noting good facilities, but feeling, nevertheless, a lack of heterogeneity within the different educational institutions.

Segregation is not strictly a southern phenomenon. To assume that it is, to ignore one's surroundings. But the spotlight has been turned on the South in recent years where the problem is intensified. The Barnard students sent to North Carolina have discovered the state to be avant garde in the South regarding integration. North Carolina has a larger educated and liberal-minded middle class than other southern states. Also, its tradition is not based as much on the old plantation life found in the Deep South.

Segregation in education is a pebble in a pond, sending out radiating waves of discord. After one's higher education is completed it is normal to seek employment in a good-paying, interesting, more intellectually satisfying job. North, south, east, west, the color of one's skin is often more important than the list of degrees and level of ability.

Student exchanges between nations are common affairs these days. The purpose of an exchange is to provide a more thorough form of communication between people whose ways of living differ. Too often the mass media are assumed to thoroughly convey the facts of a specific situation; too often they fail to do so. Pictures and glib news stories of demonstrations do not present a positive report of accomplishments; nor do they describe motivating forces.

This year Barnard has inaugurated a new kind of student exchange on the campus. Misunderstandings exist not only between nations. Within a country, geographical and historical conditions often create a dichotomy within the society. The problems of a particular area may seem ridiculous at a distance, but close examination shows its immensity.

A week of class-time has been well spent. We "Yankees" have been brought into real contact with racial segregation, formerly an abstract problem. Our visit to the scene will help us better to understand a complex situation which was less meaningful when we were arm-chair critics.

We were in sympathy with the idea of integration. Now we are in sympathy with the situation, the idea, now concrete and its problems.

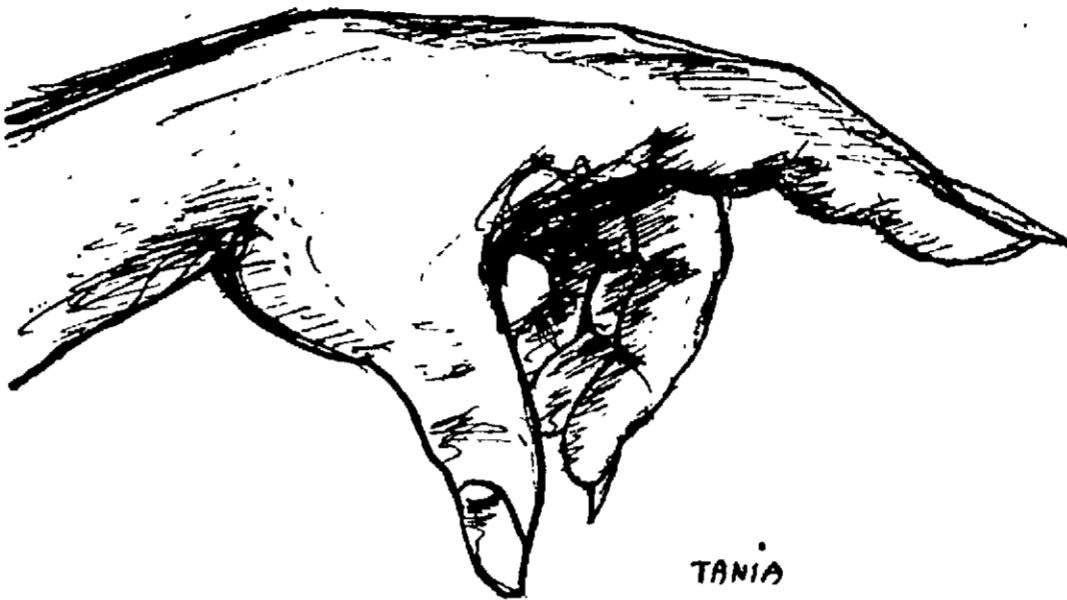
"The Scapegoat" Premieres Tuesday Night at Riverside

by Eleanor Weber
 A production of quite unequal merits was seen opening night at the Sock-and-Buskin — General Studies Student Association presentation of "The Scapegoat" by John F. Matthews, based upon Franz Kafka's novel "The Trial." One must not expect to have Kafka's story dramatized merely

that the producer-director Barry Richmond (who is also an actor, lighting technician, managing director of the group and master technician of the production) very often gets carried away by the symbolism he thinks he is portraying. But this is to give an unfair view of the production. Several

the bureaucracy that is being attacked throughout the play. In the second act, which is by far the better, and really rather good, Oracle holds forth on the real "craziness" of the world, and Mr. K. finally sees his crime: his complicity, ignorance, and acceptance of the existing evils of the world have allowed them to grow and become even more corrupt, until he, with some weird form of justice, becomes their innocent victim. "What I have permitted," he cries, "you have committed." In these last scenes the production reaches its greatest achievements — it is as if the elements of the technical production have fallen into place much as have the poetic elements of the real messages of the play.

Reworked and polished up, this play could become one that will be important to see, to hear, and to understand. Sock-and-Buskin is to be commended for its undertaking — its idea is good, and it must not be condemned if its first expression is a bit clumsy. The play has much to recommend it, once it is freed from the encumbrances of a not-quite-prepared production, and once its elements of discrepancy are modified.



because it "suggested" this play. Neither must one expect a polished professional performance merely because many of the actors and some of the technical crew are professionals. The production uses electronic music, modern settings, and seems to be trying to be avant-garde in its effect. It does not always succeed.

This play has much to its credit — namely: its message (when handled subtly, as is not often enough the case), its technical innovations (which are effective and suggestive, when not too loud, too bright, or too "sticky"—as in the case of the door), and in good portrayals by its actors (notably Charles Hudson, Edwin F. Beschler, Anne Draper, Leonard Sragow, and George Van Den Houten). It is too often disjointed: of the five interludes, only one — namely, the scene where Joseph K. is flailed — seems to have any bearing on the play.

Several times actions are carried beyond their climax and have begun to decline in power because of their very length before they are stopped, and thus lose the desired effect. It appears

scenes attain satisfactory execution, and a few, notably the dialogue between Joseph K. and Walter C. Oracle, and the execution, capture the audience at last and sweep them along on a current of emotion and insight into the larger meanings of the play. Certain lines are memorable for their satiric and piercing views of

'General della Rovere' Views Man's Dignity

by Doris Muller

General della Rovere is one of the finest screen imports of the past year. It combines many attractions: fine acting, sensitive direction and an exciting plot, based on a real-life incident that occurred in Italy under the Occupation. The fascination of the plot is twofold: a duel between two personalities, and a story of redemption, of the regeneration of a scoundrel. In this film Vittorio de Sica gives his finest performance.

Both the acting and the direction have a fine-grained quality (borne out by the photography), for which Italian realism is not al-



Vittorio de Sica in 'General della Rovere.'

ways remarkable. Its psychological counterpart is a healthy restraint. The whole film could have been melodramatic and absurd, instead of moving and realistic. That it is the latter is a tribute to Roberto Rossellini's delicacy and sureness of touch, as well as to the talents with which he had to work.

Vittorio de Sica plays the part of the petty crook Bardone, who purports to smuggle political suspects out of German-occupied Italy.

Nothing could be more indicative of the realism and restraint of this film than the conception of the character of the German.

The interaction between these two men and their shifting relationship constitutes the real fascination of this film. Bardone becomes Mueller's tool in an attempt to discover the identity of

(See "GENERAL" Page 6)

Liberal Arts Course Provides Preparation

Barnard's Education Program is unique, for it embodies the conviction that a substantial liberal arts course is the best preparation for teaching. The Program starts immediately with practice teaching and course material is built up from there. "A student must thus learn to either sink or swim," explained Miss Josephine Mayer and Mrs. Charlotte Mundy, Directors of the Teaching Program.

Origin of Program

The Program was set up in 1952, under the sponsorship of the New York Fund for Children with the cooperation of the Dalton school as a practice center. The secondary school program was made possible in 1956 by a \$67,000 grant from the Fund for the Advancement of Education. In 1958 the two programs were coordinated to form a single unit.

At present, thirty-six girls are enrolled in the program, of whom twenty-one are practice teaching in secondary schools. The girls are from a variety of major fields, including music, art, history,

English, philosophy, psychology, sociology, chemistry, and foreign languages.

Enrollment Limited

Miss Mayer and Mrs. Mundy explained that thirty-six girls are admitted because of the feeling that the teaching program is a new venture and ought to develop slowly and because the availability of practice-teaching sessions is limited. The selection of candidates of the program is under the direction of the Education Committee of the Faculty.

Miss Mayer prepared for kindergarten teaching and then moved up to the elementary level, finally teaching history on the high school level at the Lincoln School of Teacher's College.

Mrs. Mundy started at the opposite end, teaching history at Douglas College and then going on to instruct high school and elementary school students.

Both instructors expressed their view that Barnard girls, because of their liberal training, are able to bring into the schools to which they go, a new dimension, and a richer context.

President's Liberality Questioned Lekachman Calls JFK Rhetorician

by Loraine Botkin

"Language, as it often does, has deceived rather than revealed in the first weeks of the Kennedy administration. What we probably have is an intelligent conservative." Going further with this point, Professor of Economics,



Prof. Robert Lekachman

Robert Lekachman, addressing the Columbia-Barnard Economics Club on February 13, stated that the intelligent conservative will speak in the language of the liberal. Mr. Lekachman stated that President Kennedy uses general and vague terms to disguise moderate views on economic conditions and growth.

Rhetoric and Policy

Professor Lekachman opened his talk by indicating his confusion about the meaning of words like "recession" and "gold outflow" in present-day usage. "Words have themselves come to assume certain significance to users beyond their technical significance." The present economic report of the new administration indicates that we are in the midst of recession, and Kennedy has stated that there will be thirty to sixty days of slump. The professor went on to examine the meaning of the terms used and the policy of the administration. "Rhetoric says one thing, policy another."

According to Professor Lekachman, the emphasis of economic policy has been on the casualties of the recession such as the unemployed with their dependents, widows, and groups particularly afflicted. The measures offered by

Kennedy include the distribution of surplus food, raising of the minimum wage, broader Social Security benefits, medical care for the aged, increased highway funds, and aid to education. These are humane, inexpensive, and self-financing policies which are an extension of New Deal Legislation and even policies of the Republican administration.

Fancy Wrappings

"The President has thus far offered a package of measures wrapped up in good language which offers very little in relation to what could be offered." Professor Lekachman made several suggestions on what might have been offered. Tax cuts, more of an increase in public expenditures, anti-trust action, and an altering of the relation between the Federal Reserve and the Treasury would be more in line with a liberal economic policy. The speaker added that a liberal believes in the need for major changes in the conduct of economic affairs now, and that he must push beyond existing boundaries to establish his policies.

by Iris Unger

"I was rather surprised to find that the average quality of students here is considerably higher than at Princeton and other schools in terms of dedication to work and seriousness. The students are willing to absorb much more and to do a great deal of reading." Associate Professor of Medieval History, Norman F. Cantor summed up his opinion of Barnard and Columbia while taking intermittent puffs on one of his forty-five pipes.

Grants Further Studies

Professor Cantor described his own academic progress since he graduated at the top of his class from the State University of Manitoba in 1951. He became interested in the Middle Ages because this is one of the hardest fields in history, offering linguistic, intellectual, and religious problems that beg investigation. Dr. Cantor was offered a three-

Master Of Flamenco Dance Appears At McMillan Theater

Vicente Escudero, known as the master of the flamenco dance, will appear at McMillin Theatre on February 25 at 8:30 p.m. under the sponsorship of the Barnard Spanish department. Proceeds will go to the Carolina Marcial Dorado Scholarship fund. The program will include pure flamenco dancing and singing. Carmita Garcia, Escudero's partner for twenty-five years, and Juan de la Mata, flamenco guitarist will also appear in the program.

Dance Expert

Mr. Escudero was born in Valladolid, Spain of gypsy parents and began dancing when he was quite young. At twelve years of age, he danced in a "Cuadro Flamenco" and after that in a "Cafe Cantante." Later he went to Paris, where he had a great deal of success, demonstrating to Parisians the purest elements of the Flamenco. In the 1930's he made his debut in the United States and immediately became a sensation. For many years he has toured throughout the world and is considered the foremost exponent of the Spanish dance.

Rhythms Purr

The Chicago Tribune summed up one of his performances in the following manner. "And what of



Vicente Escudero

Escudero? A whiplash of a man with tireless feet, wonderful hands, parted hair flat on a narrow skull, the flair of the gypsy, the courtesy of the grandee. The rhythms purr and sing under his

feet, the snapping fingers are out-flung castanets, though the only castanets he uses are his formidable fingernails. In purity, concentration, dedication and piercing beauty it was something to remember forever... Ole, Escudero."

The first part of the program at McMillin will consist of songs (cante flamenco and cante jondo) sung and explained by Escudero. In the program notes, he explains that some of these songs are expressions of the oldest cante jondo. "In the old days, there were about seventeen "tonas." Only three are known today." The rest of the first half includes guitar solos, *Granadinas* and *Leyenda* by Albeniz. *Baile por Alegrias* done by Escudero and then by Carmita Garcia. The last dance of this portion of the program is a song and dance created many centuries ago by the gypsies of Lerida, which is the Catalonian region.

More Songs and Pure Flamenco

The second part of the program consists of more songs and "the ten points of pure flamenco dance" illustrated by Escudero. This is known as his "declogue" which was published in Paris some years ago. The *Cana*, one of the most difficult of flamenco songs, will be sung and danced by Escudero and Carmita Garcia. It is referred to as one of the most primitive of ancient flamenco songs. One of the highlights of the program will be the "ritmos primitivos sin musica" (primitive rhythms without music.)

On his rare appearances in New York, Escudero dances at Carnegie Hall. This is the first time that he has come to uptown Broadway. The Barnard Spanish department, for the past thirty-one years, has presented a Spanish drama at McMillin during the second semester. This year, the group of seasoned actors will take a rest and will present Escudero instead. Tickets can be purchased from the Spanish department at their offices on the ground floor of Milbank, at the Spanish Club, 22 Milbank, or at the box office. Tickets cost \$3.50 and \$2.00.

History of Middle Ages Fascinates New, Young Professor from Canada

year fellowship at Princeton University and then studied under a Rhodes grant for one year at Oxford. At the end of his teaching career in Princeton, Professor Cantor was voted one of the six best lecturers on campus, resulting in offers from Johns Hopkins (where he was a Visiting Associate Professor last Spring) and Columbia.

Controversial Thesis

His doctoral thesis, "Church Kingship and Lay Investiture in England 1089-1135," the fruit of four years' work was completed in 1958. He suggests this paper as another reason for these offers since it was "controversial and not at all well received." However, The London Times Literary Supplement described him as "one of the more outstanding of the younger generation of American Scholars" and the late Sidney Painter of Johns Hopkins found it "an extremely important and valuable book."

Living in London for five months was quite enjoyable," explained Professor Cantor. So much time was spent in the Manuscript Room of the British Museum that the institution's guards, thinking he was one of the staff, permitted him to enter one hour before the scheduled opening.

His present project, whose di-

mensions he simply describes as "big," is a biography of Lanfranc, Archbishop of Canterbury during the reign of William the Conqueror. "Lanfranc," he says, "is one of the most important thinkers and statesmen of the 11th century."

Works Too Hard

As a carry-over of his undergraduate interest in dramatics, the professor would like to write a play on the bout between Pope Gregory VII and Henry IV, though this is not being pursued seriously at the present. "I work too hard," he continued, "and therefore don't have much time for anything outside of academics."

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Hosts And Guests Evaluate Exchange;

Numerous Problems Brewing In Critical Southern Caldron

Exchange Brings Doubt And Hope

by Joan Gordon

"Fire your colored maid, and let her go back to her quarters, and pass the word. Do not patronize any establishment that employs colored people. They'll pass the word around. They won't want to come into white schools if they know they are going to have their income cut off." These words were spoken by Speedy O. Long, State Senator and distant relation of Hugh E. Long, at an emergency meeting of the Louisiana State Legislature last November. They express a point of view, which, if not representative is at least represented, and represented vociferously.

The session at which these words were spoken was called to deal with the problems arising from the order of Federal Judge Skelly Wright to admit five six-year-old Negro girls to a New

Orleans parish school. The school board said it would comply, but the Legislature and residents refused. It led to city-wide rioting.

Demonstrations Spread

At one demonstration 3,000 teenagers carrying Confederate

integration problems. On November 25, Negro students renewed sit-ins after a truce arranged by Mayor William Hartsfield that had lasted over a month. A student leader, after a conference with the mayor, stated, "The merchants



Students gather in Brooks living room.

Letter

To the Barnard Student Body:

Your 'Southern Guests,' as you have so nicely dubbed us, have received many things for which we are grateful. For your wonderful hospitality, your many kindnesses, your attention, and your interest, we thank you. But the thing that you students did that is so important is this: You created a situation under which we could practice the integration in which we believe so fully but had never experienced.

I had never (and I am sure that this is true of the other girls) had the privilege to eat beside, to walk down the street with, to talk with, and to share experiences with a Negro girl. Getting to know the girls from Spelman particularly has been the highlight of the week.

But something more than this happened. As I talked to the girls, as we found interests in common, I found that we were no longer Negro and white, we were just two college students. This was very important to me because, with the situation in the South, race consciousness is still present when discrimination is not. This week here at Barnard, I think, has furthered our growth greatly toward race unconsciousness.

But what will we do when we return to the deeply segregated South? Will we fit back into our little groove doing the same things as before accepting status quo? No. This is no longer possible. When we return to school we are to begin immediately to have contacts with Winston-Salem Teachers' College, the Negro co-educational college in town. We will tell our professors and our friends and the whole college how well this experiment worked and how much more can be done toward improving race relations toward losing race consciousness and toward our long-sought goal that of the integration of Wake Forest College. You have given us a big boost, now watch how far we shall go.

Sincerely yours,
Angela Johnson '62
Wake Forest College

flags and signs picketed the New Orleans public school building. When Police Superintendent Giarrusso ordered the rioters arrested, they cried — "I hope all your children are black." Demonstrators staged a "mourners march" on "Black Monday," when Negro children entered classes and accused the supreme court and federal government of being part of a "communist conspiracy."

New Orleans is the first city in the Deep South to attempt integration after the Supreme Court Order was handed down six years ago. The first major crisis was Little Rock, a name imprinted indelibly in the mind of this generation and of the generations to come in association with violence, hatred and discrimination. Now New Orleans is experiencing similar difficulties.

Sit-ins Renewed

Atlanta, Georgia, home of Spelman College is also the scene of

have left us no alternative but to renew efforts." He regretted that the downtown merchants were unwilling to make available their total facilities to all customers.

The result of the demonstrations was the closing down of the Atlanta lunch counters. Students carried such signs as "Wear Old Clothes and New Dignity. Don't Buy Here," and "The Presence of Segregation is the Absence of Democracy. Jim Crow Must Go."

Northern Discrimination

But segregation is not confined to the South only. The North, although in more subtle ways, practices discrimination. The layout of school districts, on the basis of residence results in segregation in a great many Northern schools. In New Rochelle more than 90% of the students in Lincoln elementary school are Negro — and the Roosevelt school has a predominantly white population. The (See SOUTH'N CALDRON, P. 8)

Wake Forest Students Tour City; Discover Northerner's Hospitality

by Jane Ruben

Southerners are widely praised for the friendliness they show to both acquaintances and strangers. Northerners have no such reputation. Thus, the five visiting students from Wake Forest College (Winston-Salem, N.C.) were startled and pleased to discover in New York a quality they promptly dubbed "Northern hospitality."

As Elizabeth Measamer explained it, the girls had been generally apprehensive about meeting New Yorkers and Barnard students, for they were afraid that people would not be as friendly as in the South. Such fears were rapidly dissipated, and several of the girls reported that they all had been "treated like queens." Miss Measamer emphasized that "the college has been wonderful."

Linda Adams and Karen Hopkins stated that Southerners have many misconceptions about

Northerners, and supposed that Northerners are equally uninformed about Southern life. Miss

In spite of being almost constantly surrounded and plied with questions by Barnard students,



Afternoon Tea

Adams laughingly announced that Southerners do not all live on plantations and that in addition "we don't all eat black-eyed peas and hominy grits. My father doesn't raise hogs."

the five still managed to visit several classes at Barnard and Columbia, attend luncheons and a dorm folk sings, see "The Music Man," "Krapp's Last Tape" and (See WAKE FOREST, Page 6)

By Barbara Posen

Was the Southern Exchange Program a success? Representative Assembly will soon present an answer in a formal assessment of the past week. The following evaluation is based on an informal conversation with Carol Van Buskirk '61 and Ruth Nemzoff '62 of Barnard College and Minnie Riley '62 of Spelman College, three girls who have been involved in the events of the Student Exchange.

"Not Enough Time"

"There was just not enough time!" For several days, the Southern students were whisked away on a tour of New York, a theatre party, a visit to museums, a shopping spree. The first chance for the Barnard student body to meet their guests came Friday at an afternoon tea; Monday brought another opportunity with afternoon panel discussion. Tuesday they appeared at a noon meeting.

The social events of the first few days were held only for the Southern students and their sponsors. Many students have complained that these events took time away from panel discussions in which other students might have met and talked with the Southerners.

The social activity did serve an important function, however — it established bonds of shared experiences between Barnard, Wake Forest and Spelman students. Discussions of integration were far more candid and casual due to the informal atmosphere developing among the participants.

College Gains Limited

Only the sponsors formed more than a casual acquaintance with the visitors — it is rather difficult for ten girls to intimately meet 1,450 girls. The individual Barnard student therefore gained little from the Student Exchange. The college community also did not profit from the Exchange — few ideas were obtained for Bar-

nard's future action in the problems of intergration.

The three Student Exchange participants felt that the great achievement of the Exchange Program was that Southern white and Negro students were brought together for the first time; Northerners and Southerners became fast friends. Many misconceptions — of the North, the South, of Negroes and of whites — the underlying sources of misunderstanding, hatred and bigotry, were broken down. And mutual understanding and trust are the foundations of integration.

"From the beginning of the Exchange Program, there was much uncertainty as to the means and (See OPTIMISM, Page 8)

Nelda King Is Excited About N. Y.

by Nelda J. King '63
Spelman College

Upon hearing that I had been selected to come to Barnard on exchange, I very eagerly accepted. I thought that this would be a wonderful opportunity to see New York. I was doubly excited by the prospect of coming here, because I had never been to New York before.

During the past week the exchange students have been shown a large portion of the city. The Barnard girls have taken us to the theater, to museums, to Rockefeller Center — and we have had a great deal of fun together. However, even more valuable than the experience of seeing New York was the opportunity to meet and exchange ideas with the Wake Forest girls, as well as the girls from Barnard.

It was interesting to hear the views of Northern students concerning life in the South. Generally they seem to have no conception of what it is to be a Negro in this region of our country. It was an even greater experience to talk with the girls from Wake Forest, some of whom stated that they had never before had the opportunity to discuss the segregation problem with Negro students or even to get to know them on a social or academic basis.

In talking with the Wake Forest girls, we found that basically our ideas concerning the problem in the South are alike. Inevitably we concluded that integration is the only solution.

This exchange has been enlightening to all groups involved and should be continued. Although, however, a week is hardly enough time, it is a beginning and for this opportunity we owe great thanks to the Barnard girls who initiated the program. They are a group of intelligent, warm, and interested people; and it is with sincere regrets that we say good-bye. We hope that we will be able to successfully relate the experiences of the past week to our schoolmates so that they might benefit from this visit as well as we ourselves. Thank you Barnard girls for a wonderful week.

Debate Segregation, Learn Integration

Barnard's Guests Dispel Many Misconceptions About North Panels Explore Integration Role

by Roselle Kurland

"We came here with conceptions that we found to be misconceptions. I'm glad," explained Elizabeth Measamer '61 of Wake Forest College at Tuesday's noon meeting, expressing the consensus held by all the Southern Exchange students.

Wonderful Experience

Moderated by Professor Gladys Meyer of the sociology department, the ten guests on the Tuesday panel exclaimed, "The whole experience has been so wonderful and exciting." "Northern girls aren't any different from Southern girls," "Everyone is so interested in us," and "Northern hospitality is not to be outmatched by any found in the South."

The Southerners felt that the Exchange Program gave them an opportunity to get to know some Negro or White students from the South in an informal atmosphere, an opportunity which they would not have had "back home."

Elaborating on this point, Professor Meyer defined integration as an "opportunity to know people in a certain relationship in a way in which they are individuals and not representatives of a group." The professor described experience in an urban center as part of an education and declared,

"We were glad to have you feel New York even so briefly."

Professor Meyer further noted, speaking for the Barnard student



Angela Johnson of Wake Forest College and Nelda King of Spelman College fill in dormitory evening sign-out slips.

body that, "It has been exciting for us to throw our stereotypes out the window."

Concern With Integration

Eva Lowe '61 of Spelman College, asserted that "We did not

know that the Wake Forest girls are so concerned with integration." Discussing their image of an integrated college, the girls felt that there would be more Negro girls than there are here at Barnard.

Linda Adams '61, of Wake Forest, with the excitement of discovery, asserted, "Up here, I've sat down to talk to many Negroes and I did not even know that there was a difference in the color of their skin. This is great!"

The five girls from Wake Forest all felt that their school was ready for integration. They noted that the school newspaper, literary magazine and many members of the faculty and student body have expressed the desire "that we integrate."

Liberal Southerners

Examining the misconceptions that Northerners probably had (See MISCONCEPTIONS, Page 8)

"Sit-ins in Winston Salem really started the Wake Forest students acting. Before, nobody knew what to do. Then we were brought together to discuss them, and soon forgot about a person's race." Elizabeth Measamer, Wake Forest, '61, commented in one of the five panel discussion groups meeting Monday to analyze the role of the college student in solving intergration problems.

Nelda King, Spelman College, '63, described Atlanta, Georgia, as "a college community" where integration leadership centers with "students from six Negro institutions who form a planning committee which headed the student movement and plans the sit-ins," the National Association for the Advancement of Colored People and her own fellow-students.

'Please Integrate'

Spelman student action succeeded in obtaining integration of

the Atlanta public library and the airport restaurant, while the professors at Wake Forest "both as faculty members and citizens of Winston-Salem petitioned merchants to 'please integrate.'"

Church conflicts in attitude and policies came under examination by the discussion groups. Miss Measamer cited instances of suburban churches welcoming Negro worshippers with little chance of the invitations being accepted. The downtown church with a nearby Negro populace would not dare to make a similar offer, she pointed out.

Professor Gladys Meyer, of the Sociology Department, faculty moderator, added that the Catholic Church in the South has done much toward integration, as have Jewish community groups.

Limited Funds

College admissions problems face students from sub-standard segregated schools as well as those with financial problems. Miss King emphasized the limited funds of college-oriented middle class Negro families in the South. "Most of them are teachers, and everyone knows how low Southern teaching salaries are," she explained.

Professor Meyer illustrated the handicap put upon Negro students who have been subjected to the continuous cycle of poor grade schools, junior highs and high schools.

She showed, however, that the New York City open registration program had been successful in placing students in their relative ability groups rather than in achievement level groups. This means that integration on an aptitude basis would not tend to lower the academic averages of schools as some parents fear.

No Qualified Candidates

In recognizing the comparatively small number of Negro girls at Barnard and the other Seven Sister colleges, discussion participants suggested that financial and social reasons were overshadowed by the lack of qualified candidates. While the numerous foundations offer scholarships to Negroes, it is "the educational stand-

(See MONDAY PANELS, P. 8)

Southerners State Integration Opinions

by Eleanor Weber

Ten Southern exchange students had an opportunity to express their views about integration, segregation, and their visit to Barnard at a Press Conference held Monday afternoon, February 13, in the College Parlor.

Members of the New York Times, Herald Tribune, Post, Amsterdam News and the Barnard Alumnae Magazine, as well as reporters from Columbia, Spectator and Barnard Bulletin, were on hand to ask the questions probing into the controversial and vital issues which formed the basis for this Exchange Program.

Exchange of Ideas

The girls stated that their desire to come to Barnard on this program arose out of, as Linda Adams, majoring in religion and a Junior at Wake Forest, said, "... general interest in the problem of integration in the South." Angela Johnson, a Junior at Wake Forest and a French major, wanted "an exchange of ideas with the girls from the North."

Many of the girls admitted that they had never crossed the color barrier to speak to each other as students, college students, in a free atmosphere. Nelda King, an English major and a Sophomore at Spelman, expressed this freedom by saying, "We've done all sorts of things together — without restraint."

"Shame" Expressed

On a more personal level, the girls were asked about the direct effects of segregation in their schools and in their life. Angela Johnson said that although she had always gone to segregated schools, she had felt it was wrong. In College, and in her own personal experience, Angela has encountered situations which made her feel "shame," such as the time she noticed with new clarity the segregated waiting rooms at the train station at which she had bought her ticket for the journey North.

The girls felt that coming to Barnard provided them with a means of removing themselves

from their locale, and enabled them to enrich their liberal views.

Compromise Needed

The representatives of both schools conceded that compromise and future interchange was needed by both parties. The misconceptions that were cleared up, the new ideas and viewpoints that were acquired during this exchange, and the new feelings toward each other gained on this visit have inspired the five girls from Wake Forest and the five from Spelman with certain plans and ambitions which they will take with them back to their respective schools.

Carol Fuller, a music major and a Junior at Wake Forest, stated that the girls will probably make reports to their schools after they return. Eva Lowe, a Spelman senior and a major in sociology, said that she would probably re-join the sit-in movement in Atlanta and tell about the opinions they now have after their experience at Barnard.

'Southern Exchange' Appeals To Faculty

By Ania Bocjun and Muriel Popper

Barnard's Exchange Program was described by President Millicent McIntosh as a "sensible way of getting a better understanding of the problems of integration." Other administration and faculty members who were interviewed by Bulletin expressed similar views and unanimously agreed to its value.

Miss Goodwin, Director of College Activities, stated that "The Exchange Program showed to the whole University that Barnard is aware of the integration problem and is doing something about it ... instead of just reacting emotionally."

Promoting Much Understanding

Response to the questions posed to several faculty members was overwhelmingly positive. The value of such a program was lauded in terms of "promoting much stronger understanding," and being "a great help," "sufficiently varied," and "well planned." Miss Shipton, Director of Residence Halls, called it a "Tremendous and profound experience for the visitors, especially for those from Wake Forest."

No one had any basic revisions in the program, although some agreed that a compulsory assembly could be added. Robert Lekachman, Associate Professor of Economics at Barnard was in opposition, commenting that such an assembly would defeat the purpose of the Exchange Program, although he added that a voluntary assembly would be welcome.

A Semester Exchange Program

It was agreed that a week's visit was time enough to accomplish

the exchange of ideas and to get an impression of the differences and problems confronting the three colleges. Miss Nelbach, Dean of Studies, was in favor of a longer exchange period. "I would like to see," she said, "an exchange program that lasted for a semester, which would, I think, prove more valuable."

When interviewed, Mrs. Annette Baxter, advisor to the Junior class, suggested that the Program not be limited to Southern colleges. A Midwest Exchange Program would do as much to emphasize and to attempt an adjustment of the problems indigenous to both areas. She further elaborated that exchanges between all sections of the country would be a fine lesson in national relations. Professor Lekachman declared that since colleges in other parts of the country are not very different, such an exchange would "deteriorate into fun and games for all."

More Specific Publicity Needed

It was generally agreed that the Exchange "more than justifies" the expenses entailed. There were also suggestions for more specific publicity for the various activities. It was the opinion of some that more activities should have been scheduled during the day, rather than at night, for the benefit of the day students.

No one, however, thought that the program was a "drop in the bucket" but rather that it would make a deep impression on both the visitors and the student body. It carried a psychological impact which will start, it is hoped, a much needed chain reaction.

LETTERS

To the Editor:

This day marks the end of one of the most moving and rewarding experiences of my life and, I think, in the life of any member of the Barnard community who has had the opportunity to meet our Southern exchange guests during the past week.

The fun and the experiences — the sight-seeing and parties — have been enumerated elsewhere. These were wonderful and I cannot deny that it has been a gratifying and a deeply touching process to watch personal relations develop between girls who had never really communicated with members of the Negro or White race respectively in their college communities. The warmth of heart from seeing exchanges of ideas, "laughter and the sharing of pleasures" of college students (See LETTER, Page 7)

To the Student Body:

There were a great many people who helped in organizing the Student Exchange Program. Among the many who worked on the program, there were a few who put in an extra share of their time and effort. There were classes cut, late assignments, loss of sleep, and a great deal of running around in general.

I think that these people deserve a public thank you. They are: Ruth Klein '62, Linda McAllister '61, Hinda Rotenberg '61, Frankie Stein '63, Kertha Sapsa '62, and Elie Yudin '62. I would also like to thank the girls who worked on the central committee and those who acted as hostesses for the guests.

Sincerely,

Carol Van Buskirk '61
Chairman,
Student Exchange Program

Politician Lauds Kennedy Politics

A new era for the country, a hope and a spirit that will be cherished and fulfilled were foreseen by Mr. William Vanden Heuvel in his discussion of the Kennedy administration and the "New Frontier."

Addressing a party for American Studies majors and their parents held in the College Parlor last Tuesday evening, the recently defeated Democratic candidate for the 17th Congressional District reviewed the 1960 presidential campaign.

Political Strategy

According to Mr. Vanden Heuvel, Kennedy's astute political sense led him to discard his traditionally conservative background and advance a platform which stressed energy, a return to the progressive era, and quality over quantity. His was a bold gamble. By committing himself to the primaries, which in the past had brought only death, never life, to a presidential nominee, Kennedy showed foresight in realizing that Stevenson, the only real contender, could never adopt an active platform.

His choice of Johnson, too, Mr. Vanden Heuvel explained, was carefully calculated, as was Kennedy's acceptance speech at the convention. Kennedy demonstrated, then and there, through his idealistic quotes and personal references to Nixon, the policy that was to lead him to victory — a never-ceasing energy and drive. He never let up.

Nixon's Mistakes

Nixon's bad judgement also contributed to the Democratic success. The speaker pointed out that

Wake Forest...

(Continued from Page 4)

"The Zoo Story" tour the Guggenheim museum, Rockefeller Center, and Greenwich Village.

Linda Adams, '62, a religion major from Taylorsville, N.C., is president of the Wake Forest Freshman Dorm, and Secretary of the Honor Council. Carole Fuller, '62, from Henderson, N.C., is majoring in music and participates in the Council of the Women's Government and the Honor Council. A history major from Raleigh, N.C., Karen Hopkins, '61, is in the Wake Forest Touring and Chapel Chorus, the Student Union, the modern dance group, and the Women's Recreational Association.

Angela Johnson, '62, from Wilmington, N.C., is majoring in French. At Wake Forest she does theater work and has a newspaper column on the arts. She found the fine arts classes at Barnard especially fascinating because "we don't really have anything equivalent." She also mentioned that at Wake Forest, lectures on foreign literatures are given in English, and she enjoyed watching Barnard's teaching methods. Elizabeth Measiter, '61, a religion major who hails from Sanford, N.C., belongs to the Baptist Student Union and is a member of the Social Standards Committee of the Women's Government Association.

Miss Hopkins summed up the difference between "Yankees" and Southerners as a "difference in culture," and found the differences in rules and regulations between Barnard and Wake Forest due to the differences in type of area and life surrounding the schools.

in agreeing to the television debates (which could only work to the former Vice-President's disadvantage), and in disregarding minorities, Nixon made his fatal errors. However, the New York politician did not fail to mention the narrowness of Kennedy's victory; in fact, he believes that during the last week of the campaign the tide had begun to turn against Kennedy, because of the religious issue, and that had the election been delayed only 48 hours, we might have had another president.

But it is since Kennedy has embarked upon the presidency, beginning with his Inaugural Address, that Mr. Vanden Heuvel thinks that he has evidenced the full extent of his power. The narrow victory in the Rules Committee has been worth the political prices paid to achieve it, because it has enabled the American people to "look to 1961 with assurance that he will accomplish his programs." Mr. Vanden Heuvel concluded, Kennedy's solid stand on civil rights, the Youth Corps Program, and his personal drive have given the New Yorker high hopes.

— R. M.

Physicist Sights Science In Values

by Mada Levine

In a lecture titled "Science and Human Values," Professor Isidor I. Rabi, Nobel prize winner in physics, asserted the importance of re-evaluating human values in the light of the scientific method. In his talk given before the Sexias-Menorah group on Feb. 13, Dr. Rabi stated that apart from the Newtonian laws, the role of science "not as facts, but as human activity or experience," should be a major one in today's world.

Stressing the value of the "seek-and-ye-shall-find" principle, Professor Rabi urged his audience to look at other civilizations as other attitudes to human experience, realizing that this experience or attitude can never be perfect because it is man-made.

By defining science as that branch of culture which "has the greatest vigor and the greatest universal appeal," Professor Rabi stated that the one path toward finding and creating human values was the scientific one. He termed it a "bold, human way... of self-reliance and questioning... making a world as you go along."



Professor I. I. Rabi

Professor Rabi pointed out the uncertainty of the existence of human values. He added that the scientific method of observation, speculation and hypothesis, is the means of determining the existence of such values. "If the future is to have any basis, it must come from our embracing science and the scientific position as a starting point."

Although science cannot state values in absolute, but in relative terms, the objectivity of its methods enables man to step outside himself and view his culture and other cultures from an external point of view. If he does not, he will not be able to live in or to understand this "world of change."

Junior show castings begins Monday, February 20. Casting will continue through February 24, from 7:30 to 11 p.m., in the Green Room of Milbank Hall.

Barnard Actors Group Begins Spring Session

Dolph Sweet has announced that the Barnard Actors Group will begin its 1961 spring session in late February and will continue until the middle of May.

This group is designed especially

primarily with the honesty and creativity of the actor rather than with matters of technique, although such matters are dealt with from time to time.

The members of the work shall work on scenes embodying characters which are close to their personalities. With these limits, the members may select their own scenes. No formal dramatic training is required. Students with such training will find within this group, however, an opportunity to do work as advanced as they wish.

The group will meet once a week for three hours at a time convenient to all. As in the past, the group will be limited in number. It is open to the students, faculty, and staff of Columbia University. Those wishing to apply for admission to the group should see Mr. Sweet at noon in 218 Milbank Hall or call extension 354 (evenings to 7:17 call MO 2-2998) for an appointment. Interviews will be terminated on February 20.



Mr. Dolph Sweet

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Reporter Views Impressions From Exchange Conversation

by Connie Brown

Covering the Southern Exchange Program came to mean more than a printed schedule and a list of ten strange names to this reporter. Within one week the programs and the faces blended into a delightful collection of conversations, friendships and anecdotes.

Relaxing over cups of tea in the Brooks Living Room last Friday, Linda Adams from Wake Forest and I slowly revealed our beliefs, problems and interests in connection with integration. We discovered our mutual battlegrounds with segregationists from our respective locales. (I live in Kansas City, Missouri.)

"Education is the answer," she echoed my own belief of many years, "but it must start in the eating places and theaters where intellectual [environmental] differences don't show up." This

addition sent me on a new line of thought.

What did she mean by intellectual differences? She was pointing out the generally poor Southern school system and even worse educational opportunities offered to Negroes. "Then you need to revise your whole approach from teacher training to curriculum," I mused. She agreed, but neither of us could decide where and how the revisions would start. I was beginning to realize that Southern pleas for time and understanding were, indeed, well founded.

I decided to test another premise that had been examined in my sociology course. Did she believe that the Supreme Court edict was necessary and effective? Yes, came the answer; she believed that in North Carolina, at least,

the gradual progress now being made was precipitated by the Federal action.

Another encouraging development of the exchange program struck me when conversing with my own schoolmates, whom I came to know much better through their participation as sponsors or hostesses of the Southern guests.

Roberta Yancy, '62, summarized her personal rewards as a sponsor with "the impact of actually hearing the Southern girls talking about the sit-ins . . . which made me realize how really indifferent I had been because I've always been in an integrated situation." She asserted that now she would participate in picketing and demonstrations since "I can see how much good it does."

Office Sponsors Vocational Events

The Placement Office under the direction of Mrs. Ethel S. Paley and the Vocational Committee headed by Sue Tiktin '62 have announced a variety of activities which will be held this spring.

Medical Rehabilitation

Heading the list is a meeting of students interested in vocational opportunities in medical rehabilitation, which will be held today from 1-2 p.m. in 411B. Speaking at the gathering will be Mrs. Adelaide Deutsch of the Department of physical medicine and rehabilitation of the College of Physicians and Surgeons.

Job Hunting

A meeting on Job Hunting Techniques will be held on Thursday, February 23 from 1-2 p.m. in 304B. Miss Mary Sabel, director of personnel at Ohrbachs and Mrs. Eleanor Fried, placement di-

rector of the Fashion Institute of Technology will conduct a mock job interview and will conduct a short discussion on approaches. The meeting is open to all students and will concern permanent as well as summer jobs.

Field Visit

Students will participate in a field visit to Cunningham and Walsh, an advertising agency located at 260 Madison Avenue, on Wednesday, March 15. There they will have an opportunity to see a large advertising agency in action.

A panel on Special Education, the field of education which deals with the education of mentally and physically handicapped children will be conducted by recent alumnae who have entered this field on a date soon to be announced.

Forum...

Student Challenges Rockefeller's Plan

by Sandra Bennett

Opponents of Governor Rockefeller's financial aid program to promote higher education have stressed its violation of the principle of separation of Church and state in the New York State constitution. More important, however, is its violation of the principles of merit and need which have traditionally supplied the rationale for scholarship aid.

\$200 Grants

Governor Rockefeller has proposed granting \$200 yearly to all students attending colleges in New York State and paying more than \$500 in tuition. Senate Majority Leader, Walter J. Mahoney, whose support may be vital to enactment of the plan has gone to even more absurd lengths by insisting on an across-the-board grant of \$200 to all students in public or private colleges in the state.

The Mahoney or the Rockefeller plan, if it goes through may

encourage more students to go on to college and more of these to apply to private colleges, but it will not ensure that the applicants will be college material or that the colleges will have the resources to absorb them without lowering educational standards. What appears likely is that the private colleges, seeking to expand to meet the increased demand, will raise the necessary funds by tuition increases and thus, to some degree, void the effect of the scholarship aid.

Aim Questioned

On close view, the current education proposals do not even contribute to achieving their ostensible aim: the removal of financial obstacles to receiving a higher education in a private college.

If Rockefeller wants to encourage student attendance at private colleges, why does he not advocate grants to the colleges for (See FORUM, Page 8)

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Letters . . .

(Continued from Page 5)

— not between Negroes and Whites has been moving.

At least as important as this, however, has been that which we as Northern students have gained. We should be grateful. We have come to know students who have the "courage to be" — the courage to affirm themselves in spite of much in their environment which opposes them. We have come to know students who feel a responsibility not only to themselves but to all of humanity. The girls from Spelman, in their fight for an identification with a group, have not sacrificed their self-concern, their unique personalities. To our guests from Wake Forest the problem of integration is also a vital concern.

Perhaps, in addition to discarding misconceptions about the Southern "belle" and gaining new insights into the South, we can reevaluate our own action; we can once again realize that the race problem is not confined to the South, that we must fight now and here. In the words of Eva Lowe of Spelman, we can show Southern students that "we are behind them." Let us not be self-righteous and complacent. Let us not ignore that which is in our immediate environment!

These reevaluations and our reaffirmed convictions — if they have arisen — have come about through the visit of our guests. We have learned and we have made new friends. We have been honored by their presence

Betsy King

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Southern Caldron Optimism

(Continued from Page 4)

request of seven Negro pupils to transfer to the "white school" has caused bitter controversy.

In New York City, Child Welfare Commission, James R. Dunson has noted that a few of the child welfare agencies gave only "token compliance to anti-discrimination laws."

This is what is happening across the country while Barnard College takes part in the program of Student Exchange. What are some of the implications of these events? Are the people of the United States all bigoted and prejudiced? Or is it only an active minority which lets its views be known and causes the reputation of the United States as champion of the oppressed to suffer?

Mr. J. McRee Elrod, a visiting professor at a Tennessee University is inclined to think that it is only a vocal minority which causes and aggravates problems. Mr. Elrod, a Southerner, by birth and Korean missionary, received all kinds of bomb scares and threats as a result of inviting Negroes to his home. But when he talked to many of his neighbors, he discovered that the views of all but two families on his block were "intelligent, and sympathetic" to his way of thinking.

The ideas of many conservative Southerners are summed up by James Jackson Kilpatrick, editor of the *Richmond News Leader*. Mr. Kilpatrick is opposed to violence, especially to white extremists, but he is equally adamant in his fear of miscegenation. He is firmly convinced that political and legal action must be taken to keep Negro and white children in separate schools.

The background of the situation to date is colored with violence, hatred and fear. This is the headline news across the country, this is the picture that influences people at home and abroad.

...Forum

(Continued from Page 7)

purposes of expansion and improvement of facilities, faculty, and so forth?

If Rockefeller wants to encourage scholarship among all classes, why does he not expand the present system of financial aid based on ability and need?

There is another aspect to the problem of state scholarship aid which the politicians overlook when they restrict state scholarship money to use solely within the state. The dominant feeling is that the taxpayers' money ought not be shipped off to other states.

Investment in Future

However, the attitude fails to recognize that an investment in education is an investment in the future. The more a student is exposed to different views, the more valuable will be the product. Such exposure will be given at a college where the parents' students raised at the same government expense will be of different geographic origin. When a politician who would limit the state funds to aid those who are studying outside their boundaries.

It will not be easy to reach an agreement on this matter, to devise measures for granting funds to private colleges and providing scholarship money not to violate the principles of merit and need. But, in any case, the attempt will be more worthwhile than to argue about the present proposals which can be described as well intentioned mistakes.

Optimism

(Continued from Page 4)

the ends — the conceptions and formation of the program were amorphous," explained Carol Van Buskirk. The means were eventually defined — social events, formal and informal discussions. The ends of the program were never similarly defined — it is therefore difficult to evaluate its success.

Success or Failure?

The tacit end of the program was to give the Barnard student body an awareness of the many problems of Southern integration. If this is the case, the program failed — Barnard students probably have not accumulated a wealth of factual material. But life is not only of facts — intangible, incomprehensible values and feelings are more the substance of our world. If the purpose could be expressed as the forwarding of integration, in establishing the mutual understanding between Southern whites and Negroes, and Northern students, then we have very successfully fulfilled the purpose of the Student Exchange.

Long after the facts and events of the Southern Student Exchange have been forgotten, a feeling will linger — a very warm feeling of understanding, friendship, and of optimism for the future of Southern integration.

Bulletin Board

A discussion group will be held today and every Thursday at 4 P.M. in Earl Hall on The Jewish Search for God Study of classical and contemporary Judaism including Philo of Alexandria, Maimonides, Mendelsohn, Buber, Kaplan and Heschel. Discussion will be led by Rabbi Paul Ritterband.

Don Sussman, a noted lighting designer, will speak to the Players' Workshop on Thursday, February 16, 1961, in Minor Latham Playhouse at 4:30.

On Friday evening from 8 to 8:45 there will be student conducted Sabbath Services followed by Oneg Shabbat singing, talk, and refreshments. This week's student speaker at Earl Hall will be Fred Sherrow.

Applications for the 1961-1962 Education Program, secondary and elementary groups, are available in the Office of the Dean of Studies, 117 M, now. Applicants must return completed applications to this office by Friday, February 17.

Political Council announces the first meeting of its Sub-committee for State and Local Politics at noon on Tuesday, February 21, in room 405 B. Future plans, including a legislative research project will be discussed.

The Board of Managers of Ferris Booth Hall invites unescorted Barnard girls to attend a series of open houses to be held on an experimental basis every Tuesday afternoon and evening starting on Tuesday, February 21.

Volunteers are needed to act as

Misconceptions...

(Continued from Page 5) about the South, the guests asserted that the Barnard exchange students will probably discover that there are more liberal students in the South than they had thought there were. They will also see first-hand the problems that the Negroes have to cope with in the South.

Eva Lowe described the Northern demonstrations for integration as beneficial, for through them Northerners can "let us know that you understand and are trying to do something to help." Minnie Riley '62 of Spelman noted that the demonstrations do "a great deal for the morale of the South."

Monday Panels...

(Continued from Page 5)

ards which must change," as Miss Measamer stated.

Felice Wiztum, '63, related the difference in attitudes between the urban dwellers and those of the outlying districts of her home city of Nashville, Tennessee.

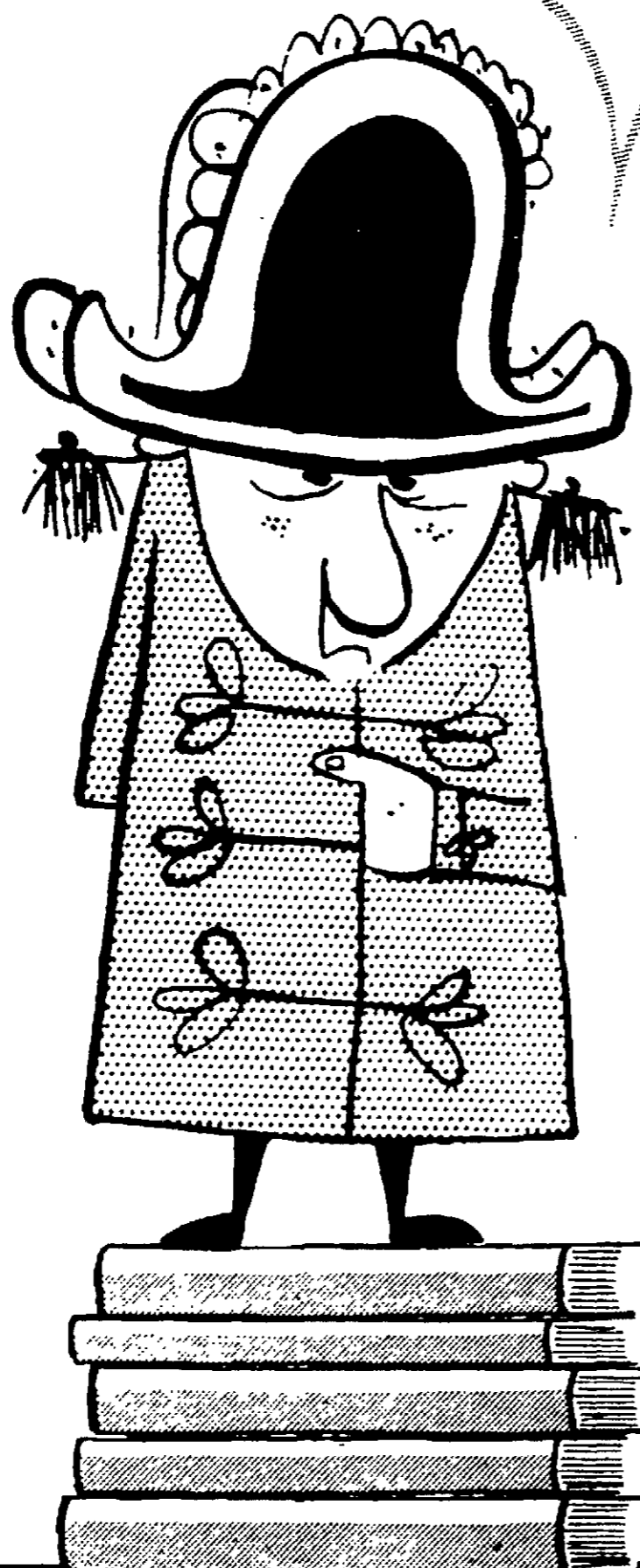
Miss King agreed, describing the rural situation as "stagnant with tensions building underneath the surface." This may be explained by the attraction of cities to the educated Negroes, who also organize pressure groups for progress in integration.

Ambivalence

Educated Negroes also tend to be ambivalent in their willingness to join the organized groups. As Roberta Yancy, '62, observed, her own hesitation stemmed from worry about "What will my friends think?" Professor Meyer pointed out that this feeling of opposing loyalties to one's group and to one's own happiness is a common problem of minority groups.

panel secretaries at the Barnard College Intercollegiate Conference on Latin America on March 4. The names of the secretaries will appear on transcripts to be sent to various Latin American countries, who have requested a record of the conference day. All interested should contact Harriet Halpern through student mail.

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