MANY A GOOD CRUSADE

Memoirs of

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vice which was copied by a number of other colleges. The idea was that a student might keep as her "major" or field of concentration the subject she liked and did best and wanted in the long run to pursue, but that if it were a subject which did not seem to have any immediate practical use in the war effort, she should arrange, with the courses she could freely choose, a war minor which did have immediate practical value. Professor Reynard's National Service Committee invented this scheme, and issued a pamphlet suggesting combinations of courses which would provide war minors in needed skills—in mathematics, physics, chemistry, and other sciences, in translating and censorship, in social service, public administration, and other fields.

There was danger that many students would be attracted by the "national service" courses and led to neglect the great fundamental subjects which, though not so labeled, were in the long run essential to the nation. Of mathematics I have already spoken. At one time it looked as if the incompetence of our young people in mathematics might even cause this country to lose the war. We had to try somehow to show our Barnard students that calculus, for example, was not only patriotic but glamorous, and to keep them at it.

There was another training the war value of which was even more generally forgotten. So obvious were the scientific needs that we were in danger of overlooking the importance of a supply of trained brains for handling facts and figures at the great centers of administration and decision: educated secretaries or research workers on the lower levels who could collect facts and figures, weigh them, and present these facts in clear and accurate English. At the great centers of administration and decision we needed not only the top officials who took the responsibility but thousands of assistants with trained brains, honest scholars who could collect, weigh, and interpret facts and hand on to their chiefs the conclusions that they must have in order to make the great decisions. We had therefore to try to keep many students developing their powers of English composition and gaining rigorous training and scholarly approach in such fields as history, economics, and government.

Sometimes I suspect that one small project, never publicized and known to only a very few people, contributed more to winning the war than all the other work which Barnard undertook. It was carried on by our little Department of Mathematics. The head of this, Profes-

sor George W. Mullins, besides conducting most competently this department at Barnard, was Secretary of the College Entrance Examination Board and in that capacity came in close touch with some of the armed services because of the tests which the Board arranged for hundreds of thousands of young men. One of the armed forces approached Professor Mullins regarding the possibility of our setting up at Barnard a cryptography course of a highly secret nature to train a few of our best seniors to work on codes. With the professor's approval a representative of the armed forces then came to call upon me, and I agreed that we would undertake this responsible task. Two young instructors in mathematics—Mary Elizabeth Ladue and Louise Comer—besides carrying their regular teaching programs, devoted themselves in a most wholehearted spirit to this work.

The agreement was that we should never speak about this course, never let anyone know that we were conducting it. Cryptography courses of another kind were given in several women's colleges, and I remember that one day the President of one of these told me proudly of the training in decoding that was being given in his institution. I knew from my inside information that this was of comparatively little importance, but we at Barnard were doing the "real thing." However, I just said: "Why, that's splendid! You must feel very proud of it."

The Department of Mathematics turned out a number of young women trained in this highly special field who then went into uniform and devoted themselves to secret work. Sometimes, when I heard through inside sources that an enemy code had been broken, I wondered.

Even before Pearl Harbor we had also begun the study of campus protection, airplane spotting, and air-raid procedure. With the help of the British Information Service Elizabeth Reynard was able to learn a good deal about these techniques and train some of our young women in them. We began to function as part of the regular New York City Civil Defense system. I gave a room in our basement for the use of the zone headquarters, and we organized day-and-night coverage. Our zone included the buildings of Columbia University and of Union Theological Seminary. Its vitally important points were the research laboratories of Columbia and especially the great Pupin Physics Building.

At first our local community did not take our air-raid protection