

Barnard



Bulletin

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267

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Fines Subject Of Revision

Committee Seeks New Members

The first revision of the Undergraduate Constitution to be passed by Representative Assembly as a part of the current stock-taking of Undergraduate and club constitutions, is one involving the penalties for failure to pay an Undergraduate fine.

Passed at the Assembly's November 28 meeting, the revision alters Article IX, Section III, Part 2, paragraph 2 to read: "In case of failure of any student to pay an Undergraduate fine within the stated time, the Court of Senior Proctors shall have the power to impose a second fine. If a student fails to remit a fine before the end of the semester, she will be subject to the regulations of the college, whereby she is not permitted to register for the following semester (and in case of seniors to receive her diploma) until the fine has been paid."

All revisions are being drafted by a special Constitutional Revision Committee which works in conjunction with the particular undergraduate organ or campus group desiring revision of its procedures or aims. Ruth Simon '57 is chairman of the group; Margot Lyons and Pat McArdle are junior class members and Menorah Leibowitz is sophomore class member of the committee. Hannah Shulman '57 is the *Bulletin* representative.

All juniors and seniors with previous experience in student government who are interested in working on this special project are asked to contact Ann Lord '57, Undergraduate President.

The Undergraduate Association Constitution was last revised in May, 1949. According to the present amendment procedure, Rep Assembly will vote on each revision.

Sophomore Class Votes Returns From Sale to WUS for Hungary

The class of '59 voted last Thursday to allocate funds earned through its sale of green candles, greeting cards and cake to World University Service rather than to the International Rescue Committee.

Betsy Wolf, class president, told *Bulletin* that the move was made in an effort to promote unanimity and coordination among the various drives for Hungarian Relief on the University Campus. The project has been referred to Student Council for further discussion.

According to Marilyn Gold, class publicity chairman, the Columbia College Student Board felt that if a separate Barnard drive were conducted at Columbia, profits would be cut down for both organizations. The money earned from the sophomore class projects will now be channeled through the National Students Association and sent into Hungary by the World University Service. NSA is currently conducting a nation-wide drive for this purpose and funds collected will be sent to WUS in a lump sum.

Reading Period Favored By Undergrads In Survey

by Jean Rosenberg

After a recent letter to the editors by Judy Kerr on "the matter of reading periods, "to be or not to be," reading periods have been a school-wide question. For those who are unaware of the meaning of said period, be informed that it entails the cessation of classes for one or two days before final exams.

Bulletin and Student Council championed the cause for such a period last semester but it was not granted again this term. After conducting a survey, *Bulletin* has come up with the following opinions about the reading period.

"If nothing but a breather, it helps," seems to be the general feeling on the part of the students.

Fifty-five of the sixty students interviewed were heartily in fa-

vor of the extra reading time. Some students said that the two day period before end terms is a time of such emotional stress that few students would be giving their full attention to the classes they were attending. Others found this to be a time for tying ends together and organizing thoughts. The third well-represented theory was that this period is a definite necessity, to be used as a person sees fit, for anything from relaxing to cramming.

On the other side, those against the reading period felt that it would honestly be nothing but a cramming session. One student summarized their stand, "If you keep up with your work you don't need it. If you haven't kept up with your work two days won't help." One opti-

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Greet Offers English 91 Method To Learn Rules

Professor W. Cabell Greet, Barnard English Professor, speaking before the English Conference, December 5, stressed the need for adequate knowledge of the geography and history of a country as a basis for the study of that country's literature.

Professor Greet distributed county maps of England and copies of a poem which was intended to facilitate the memorizing of the names of English rulers in chronological order.

Referring to the maps, Professor Greet remarked that it is often enlightening to know the geographic location of places referred to in poetry. He pointed out that Housman's "Shropshire Lad" takes on added meaning for the reader with a general idea of the location and geography of Shropshire County.

Professor Greet divided the

group into several choirs and had them read, in turn, from a poem which listed the names of the English rulers from William the Conqueror to Elizabeth II.

Prof. Taubes Reconsiders 'Salvation'

"Salvation, reconsidered in the light of Freudianism" was the topic of Professor Jacob Taubes of the Columbia Religion Department, who spoke before the Thursday Noon Meeting, December 6.

Freud insisted that psychoanalysis is not a philosophy, said Professor Taubes, but that religion and psychoanalysis are entwined in a "love affair." Professor Taubes implied that this concept stems from the nineteenth century, when the dominant view was that the utopia of Marx could be reached through human progress. Both religion and Freudian theory deny this possibility, commented the religion professor, and thus the two are intertwined.

The connection between religion and psychoanalysis focuses on the salvation of man, he continued. Freud's doctrine holds that a man, bearing his burden of guilt, cannot overcome this feeling, but can acknowledge it. Freud repeats in modern terms the insight that history is cyclical, declared Professor Taubes. Man is in a tragic situation since he cannot escape this burden of guilt, he continued.

While Freud offers the suggestion that man acknowledge this guilt feeling instead of trying to overcome it, religion offers the hope of salvation, he concluded, and guilt, therefore, remains serious, but not tragic.

Library Plans

A new committee of five members has been appointed by Student Council to represent student opinion on plans for the new library. Under Marion Bachrach '57, chairman, the group will meet with Dean Thomas P. Peardon, faculty representative, and Miss Esther Greene, library representative.

The members of the committee who include, Kathleen Cusack '59, Margot Lyons '58, Sandy McCaw '57, and Corky Marcus '59, will conduct a poll to survey student opinion.

B.C. Reintroduces Tag Day for Drive

Term Drive Terminates Soliciting While Short of Announced Goal

by Sue Wartur

Term Drive ended its soliciting campaign last week with a total of \$1050. The sum, collected from November 5 to November 30, fell substantially short of the Drive's goal.

To encourage further contribution, Tag Day will be held

Wednesday, December 12. Tags will be sold which read, "I gave to Term Drive. Did you?" The price of a tag will range upwards from a nickel. Last year, Tag Day was very successful, collecting \$78.07 to complete the grand total of \$2500.

The opinion of the Central Committee is that Term Drive's goal was not reached since the campaign was conducted at the same time as the various drives for Hungarian refugee students. These other campaigns have fared well at the expense of the Northside Center for Child Development, according to Sheila Tropp Lichtman '57, Chairman of the Drive. The Center's main purpose is the prevention of juvenile delinquency.

The Term Drive Central Committee is considering the prospect of holding a carnival in March at which campus clubs will run booths for the benefit of the Northside Center. An alternative to the Carnival is a theatre party, which would be held at about the same time. A proposal has been made to merge Term Drive with the Hungarian students' drive, but no decision has been reached.

Majors Plan Discussions Next Week

Economics majors, English majors, history and government majors, and sociology majors will meet Tuesday, December 11 to hear various speakers.

Mr. Christopher Morris, Director of Historical Research at Cambridge, will discuss "Why I Don't Like Burke," at the joint history and government meeting at 1:00 in the College Parlor. Preceding the lecture a luncheon in honor of Mr. Morris will be sponsored by the government department.

Sociology majors will hear Dr. Richard E. Brotman, visiting Professor from C.C.N.Y., speak on "The Morningside Community." A discussion of the work of Barnard students in community organizations will follow. The meeting will be held at 1:10 in room 101B.

"The Economic Work of the United Nations" will be the topic of Dr. Willard Heap's talk at the economics majors' meeting at 1:10 in the Brewster Room. Dr. Heaps is the former librarian of the United Nations.

Social Psychologist Scrutinizes Discrimination Versus Prejudice

"Discrimination is both the father and the child of prejudice," said Dr. Otto Klineberg, Columbia professor of social psychology, at the Thursday meeting of the National Association for the Advancement of Colored People.

Dr. Klineberg spoke on "Race: Myth and Fact," telling of the points of contact between the work of the social sciences, law, and organizations such as the N.A.A.C.P., and stressing the modern reliance on authoritative specialists and their role in shaping public opinion.

He said that overt discrimination, such as discrimination on public conveyances and in housing, is a result of negative attitudes. Also, in constantly reminding the public of assumed racial differences it feeds prejudice, stated Dr. Klineberg, concluding that the interaction between bias and discriminatory practices forms a vicious circle of cause and effect. He believes that this circle can be cut by legal action to reduced discrimination, in this way eventually lessening prejudice.

A great obstacle to lessening

open discrimination by integration is the prevalent opinion that negroes are fundamentally less intelligent than whites, declared Dr. Klineberg.

Opponents to educational integration, who include 86 per cent of Southern whites polled recently, cite the low educational level of the Southern negro, although they admit that at least 25 per cent of the colored population is as intelligent as, or more intelligent than, the average white, he commented. Assuming these figures to be correct, integration would not lower educational standards in the South, reasoned Dr. Klineberg, since it would assuredly be preferable for the upper 50 per cent of the white students to associate with the upper 25 per cent of the colored, who are their equals, than with the lower 50 per cent of the white students.

Optimism as regards eventual peaceful integration is reasonable, affirmed the social psychologist. He quoted a recent Gallup poll which has discovered that two-thirds of the white South believes that full integration will eventually be achieved.



Barnard Bulletin

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Aid to Education

After the overwhelming vote of approval which the American people gave the Eisenhower administration in the recent election, we hope that the next four years will witness stronger executive leadership in fields which directly affect the people, such as Federal aid to education, than has been seen in the past. It appears that only with such Presidential leadership will public education receive the assistance which it so sorely needs.

Both Democrats and Republicans are agreed that there is much need for a broad program for Federal aid to the nation's schools. However, the two parties are in great disagreement as to how the aid should be distributed. President Eisenhower's proposal in his most recent school bill would have given more Federal help to states which most needed it. The Democrats, on the other hand, wanted to give aid simply on the basis of state populations.

If the Democratic plan were accepted, a largely populated state such as New York would receive much more aid than the smaller states. This is incongruous with the basic idea of Federal assistance, since most of the large states have more money, and so are in a better position to help themselves than are the small ones. Therefore, if the funds are to be used to best advantage, they should be allocated according to need and not on the basis of population.

In addition to the controversy over distribution of funds, there is great disagreement within the parties themselves as to whether or not Federal aid should be granted to school districts which do not comply with the Supreme Court decision outlawing racial segregation in schools. This year's bill was endangered from the beginning by an amendment, sponsored by Representative Adam Clayton Powell Jr., Democrat of New York, which would have denied Federal aid to districts which have not been desegregated. Those liberals, not Southern Democrats, who opposed the Powell amendment believed that the need for more schoolrooms, segregated or not, should take precedence over any other considerations. Supporters of the anti-segregation amendment saw it as the only plausible way in which integration could be brought into prompt effect. Although the issue of desegregation is of utmost importance, we do not think that it should be allowed to interfere with the enactment of a school bill, as the Powell amendment did.

Classrooms are getting more over-crowded each year, and there is a growing demand for greater intellectual training. More schools must be built if we are to continue educating all the young people of the country. The past has shown that Congress is too widely divided on the issue to pass an effective school bill, unless there is strong leadership coming from the White House. Most observers feel that a personal appeal from President Eisenhower would have changed enough dissenting votes for the recently rejected bill to have probably been passed. We hope that in the future the President will use his influence and executive power to help pass legislation on this most crucial problem.

Professorial Profile

by Janet Steinfeld

Francois Thomas, a new instructor in French, is a poet and essayist presently giving a course in the modern novel. His most recent book, *La plus grande aventure du monde*, which is about the French middle ages, is now a great success in Paris. M. Thomas did not mention it to us.

He discussed, however, the general problems of modern literary France. The young author today, he said, is faced with a new problem of publication.

"Fifty years ago the publisher was interested in the art of the book — engravings, for example. Today he is a businessman, and it is a question of price in publishing. The editor today is too much a businessman to accept poetry."

M. Thomas suggested that the success of Françoise Sagan is not due to her choice of subject ("there are many worse"), but because "it is just a novel, just a story. The public wants to be taken into the action; it can judge the work afterward."

During the early years of the twentieth century, said M. Thomas, the novel was not "just a novel," but was used for a purpose. The social novels, philosophical novels, etc., were results of that trend. The public today, however, is accustomed to being absorbed into the action of movies (Hollywood has even invented stereophonic sound to this end), and wants it in its reading also.

It is interesting to note here the ideas of an avant-garde French novelist who, as Andre



M. Francois Thomas

Maurois wrote in a literary letter from France in last Sunday's Times Book Review Section, "maintains that the universe of the traditional novel has nothing in common with real life. He considers that the readers of today, accustomed by the cinema to watch the life of 'things' (just as much as that of men), would like to find it again in the novel."

"It is difficult to find main literary trends in modern writing," the young French instructor stated. "Life is changing so, that it is a question of adaption for the novelist also."

Faulkner and Dos Passos have greatly influenced French writing, according to M. Thomas, but "the biggest influence was Steinbeck's *Grapes of Wrath*." The French, however, do not appreciate Mr. Steinbeck's later books. "We appreciate rather the 'fantastique' of Truman Capote's short stories, although they were not as well received in America."

Student Saw Middle East Simmer In Summer Tour

by Irene Lefel

On June 22, twelve of us, graduate and undergraduate students from colleges and universities all over the United States, boarded the plane that was to take us to Cairo, the first stop on a three-month research tour of the Middle East. We had come together with one common feeling: we were all interested in the Middle East and all anxious to study some aspect of its contemporary social, economic, or political life. I chose the political question, knowing little about the internal politics of the area before I went, and, at the end, only that I was anxious to learn more about what I had seen.

We had arranged our trip so that we went from Egypt to Lebanon and then to Syria. There we separated. Three of us were Jews and there are religious restrictions on nationals who travel through certain Arab states. Iraq is one state which does not permit nationals of Jewish origin to enter. This meant that we would have to leave our nine companions, who went across the desert to Bagdad from Damascus, while we flew to Iran and spent about ten days in Teheran instead. We met again in Amman, Jordan, and then continued our trip together to Jerusalem, where we crossed into Israel via the Mandelbaum gate which separates Jerusalem into two sectors, the Jordanian and the Israeli.

Our pattern of action differed

in every country, but, on the whole, we did something like this. After a brief tourist's view of the area we settled down to the business at hand, contacted information services of the respective governments, made appointments with ministers and state representatives whenever possible, and looked up the American ambassadors who had been advised of our arrival (and who, by the way, were helpful in guiding us through many of the new paths of Middle Eastern diplomacy). Interviewing people of this nature, meeting with students (most frequently at the universities) — all this provided us with the opportunity of learning what other people thought and what they thought about.

It is almost banal to say today that the Middle East is the scene of much excitement and change, and that it is the meeting-ground for ideas and movements that will certainly influence our generation in the near future. In the months of June-July-August this excitement was tangible, although it had not taken the violent form in which we see it today.

Students spoke about the political crisis plaguing the Middle East with bitterness or regret; political matters were not reserved for the classroom. Every discussion touched on questions such as the Arab-Israeli dispute, the future of an Arab union, and partisan strife within the Arab

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Lion Loathes, Likes Focus

by Saul Cohen

(Mr. Cohen is an editor of *Columbia Review*.)

This fresh issue of *Barnard Focus* is notable for the quality of its essays, both in their insight and readability, and the vitality and directness of its poetry. However, the four short stories are poorly conceived, poorly executed and often immature.

Doing hard things first, let us discuss these stories. Emilie Bix Buchwald's "The Marketplace in Boskowitz" is an undistinguished "tale of the old country." Mrs. Buchwald's style is unaffected, and goes much better when read aloud (and with expression, as someone used to say). The story is literally poverty-stricken, and the author makes the most of it.

"A Remembrance," by Jane Elizabeth Richmond, is unfortunately in poor taste. We were struck by lines such as: "They could hold out no hope for her except they didn't say her, they said us," and "Home was a place to be learned all over for mother." The author, as a pseudo-childish narrator, has destroyed an essentially simple and potentially effective story in her concern for plainness and presentation.

A common theme or leitmotif in all the stories is concern with parents. M. June Meyer's ("e.g., 'I am . . .')") chief character suffers from "miserably ridiculous parents," and the story suffers from a miserably ridiculous character. But Mrs. Meyer's prose is sharp, good, and often funny, and thus this is the best story of the four.

Judith Johnson Sherwin is a poetess of note, and we wish she had as great a gift for prose. But her story, the architecture of which used to be called "late 1936 New Yorker gothic," suffers from a lack of development and poor technique. Certainly her characters are better than those of the other story-writers, though she often has them indulge in vague machinations and imaginings. She again reminds us that all prostitutes have hearts of gold, say their beads every night, and face life with "tired dignity." We wish Mrs. Sherwin a speedy return to her fairer muse.

Now on to better things. The lead piece of the issue is an exceptionally well-conducted interview with Mr. Douglas Morris of the Old Vic company by Sylvia Schneider. Miss Schneider writes graceful and clear prose, and her article is ever informative.

Despite a tendency to be chauvinistic about the writing talent of women, Tobi C. Bernstein, in her article about Virginia Woolf, says a remarkable number of good things in a very short space. This reviewer, who has been taught from childhood that "some people have talent, and some people are women," was delighted to have many of his biases so competently and incisively allayed.

The four book reviews which comprise the last section of the magazine are distinguished for bright writing and a comprehensible compression of subject. Baudelaire, Buber, Hutchins, and Trullinger are interestingly presented, and with a minimum of difficulty. Yet these are more than mere precis; one is always aware that the reviewer knows

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Forum . . .

The Back Yard

by Ruth Helfand

New Yorkers are a sophisticated lot. They are proud of themselves and of the liberalism of their city. They castigate other more backward areas. They editorialize about the evils of segregation and point to their own achievements in lessening the tensions between the races. They like to call their city a melting pot and they would like to usurp for it Philadelphia's title, the "cradle of democracy."

New Yorkers sneer at the South. Their newspapers much prefer to search far afield for violation of human dignity. And, New Yorkers never, never look into their own back yard unless they are forced to do so.

New York has finally made the headlines in its own newspapers. And New Yorkers find it most disquieting. They look at the record and try to "alibi it away." The record says that New York has segregated schools. It says that seventy percent of public school students do not have interracial experiences in their classrooms. It says that minorities live in "ghettos." It says that there is tacit, if not flagrant, discrimination in this enlightened city.

Discrimination and segregation are illegal in New York. Yet, both exist. The laws are enlightened: the people are not. The races are separated geographically by a process as old as the city itself. Landlords refuse to rent apartment in "good" neighborhoods to persons of minority races. And, when the barrier is finally broken, there is a grand exodus of those of the "majority" race and the neighborhoods turn "bad."

Because the neighborhoods are segregated, the schools are segregated. For, instead of building schools on the borderline between racial sections, or re-zoning school districts to ensure a

mixture of the races, the city fathers have chosen to maintain the "ghettos." They build new schools in the heart of the segregated areas and retain the old zoning systems. A case in point is the junior high school recently built in the negro section of Brooklyn, P. S. 258.

One might think that the potentates of City Hall would realize the consequences of segregating schools, but apparently they don't. Where the minorities are segregated the schools are bad. Good teachers refuse to teach in them. The students are cheated, and they resent it. They show their resentment in various ways. Among these is delinquency, in school attendance and outside school.

The rate of juvenile delinquency is highest in minority areas. The reason for this is not only the generally lower economic level of these sections. These teenagers feel discriminated against, not only in their schools but in their neighborhoods as well. They are out to revenge themselves on a society which has demonstrated its low opinion of them. Thus, the product of segregation is not only poorly educated youth, but juvenile delinquents as well.

Who is to say that conditions here in New York are better or worse than in any other area of the country? Justice is not a relative concept. But, that is not the point of this article. The point is that segregation and discrimination do exist. And their consequences are manifold. Yet, New Yorkers accept them, even condone them, and then try to ignore them.

Focus

(Continued from Page 2)

what she is about, and that her comments are cogent.

We have saved the best for last: Jan Burroway's poetry. Miss Burroway has a rare gift for form, and an even rarer gift for its intelligent use. On reading her "Footnote" we were moved to write a dozen sonnets of praise (which may be picked up any noon at the office of the *Columbia Review*). Here, for a change is someone who writes poetry bravely, who phrases thoughts perfectly, and who has a fine sense of imagery. "The Clown" could use a bit more development, but that is just a quibble.

This issue, then, is well worth reading, for its weak short stories are more than outweighed by pleasant and thoughtful essays, and the work of a gifted poet.

Essay Prize

The Deutsche Verein Prize of \$40, given each year by the Columbia German Club, will this year be awarded to the winner of an essay on "The Concept of the Tragic Hero in *Danton's Death*." For further details contact Professor Jack Stein, 408 Hamilton Hall.

Middle East

(Continued from Page 2)

world. Girls at the University of Cairo and in Damascus shared their problems with us, telling us of the difficulties they had found in going to colleges, and of the distasteful attitude some members of their family had for this manner of spending time. Feminist leaders spoke about their success in arousing women to take an interest in the political life of their country, and, perhaps more frequently, of the difficult tasks which they faced in countries where women were to be seen and heard only in moderate and very correct doses.

I would like to be able to share with you some of the many ideas that I came back with and that seem suddenly very important and urgent. Urgent because I personally have returned convinced more than ever before that the meeting of East and West is perhaps the most challenging and certainly the most demanding task that we will have to deal with. There have been innumerable occasions in the history of the world when these meetings have taken place, meetings that resulted in profound changes for civilization, meetings that were often marred by violence and more frequently by misunderstanding on both sides. Today, in other ways and for other reasons, the East and West meet again and the same problems arise. Do we have any greater understanding today of the heritage and the potential of these parties?

(This is the first in a series of articles by Miss Lefel.)

Intercollegiate Journal Accepts Essays, Stories for Publication

Essays, stories, and poetry contributions are now being considered for publication in the next issue of "Forum," America's only intercollegiate journal.

The "Forum," in its third year of publication, is edited by an independent group of students at Oberlin College. The journal encourages works from students concerning current events, the arts, philosophy, and campus trends. The journal has no editorial position; its purpose is to provide an opportunity for students to exchange views from all parts of the nation.

"Forum" will be published three times this year, the first

issue appearing at the end of this semester. Contributions are encouraged from faculty members and students. All work which is to appear in this issue should be mailed before Christmas vacation to "Forum," 240 Elm Street, Oberlin, Ohio. Further details on "Forum" may be obtained by writing to Editor-in-Chief George Strauss at the above address.

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On Campus

TODAY, DECEMBER 10

Blazer Sale: The senior class will sell Barnard blazers from 10:00 a.m. to 5:30 p.m.

Junior Show Casting: Casting for parts in Junior Show will be held in room 408 Barnard from 5:00 to 7:00 p.m. Tryouts will continue at the same time and place Tuesday, Thursday, and Friday.

TUESDAY, DECEMBER 11

Major Meetings: History, government, and sociology majors will meet at noon. History and government majors will meet in the College Parlor; sociology majors, who will also meet from noon to 2:00 p.m. will convene in room 101 Barnard. English and economics majors will meet at 1:10 p.m. in room 408 and the Brewster Room respectively.

WEDNESDAY, DECEMBER 12

Roman Holiday: Trustees of Barnard College will return to the campus to attend classes.

THURSDAY, DECEMBER 13

Class Meetings: The freshman and junior classes will hold meetings at 1:30 in the gym and in the Minor Latham Drama Workshop respectively.

Water Ballet: The annual water ballet will begin at 4:30 p.m. in the pool and will also be held Friday at the same time and place.

Ushers Needed

.. for ..

"Danton's Death"

DECEMBER 12-15

Sign up on Jake and in Hewitt Hall

Call Danny Leab at Columbia Players Office for details

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for

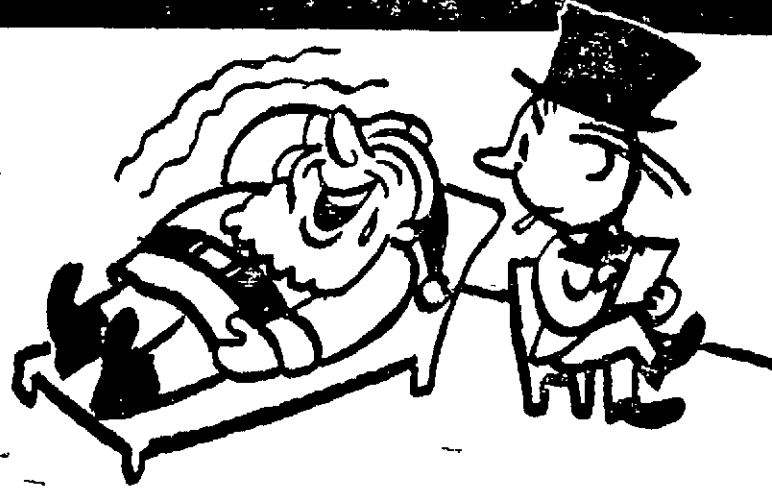
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Columbia's New Honor System Provokes Doubt, Qualified Praise in Student Poll

A plan for an academic Honor System for Columbia College was adopted this past summer as a result of the efforts of Student Board and a Student-Faculty Committee. Bulletin conducted a poll among Barnardites and Columbians to determine the initial reaction to this system.

The Columbian View

The reputation of Columbia College pre-med students was considerably darkened by their fellow Columbians in a poll conducted by Bulletin Wednesday, December 5 in front of John Jay Hall.

After gauging the opinions of two seniors, two juniors, two sophomores, and four freshmen, it was ascertained that eight of these Columbia men thought that the Honor System would work in "most" cases. One freshman was sure that the system would be upheld, "except for pre-med students," who, he said, "deliberately cheat" to get better marks for entrance to medical school.

Another freshman and a sophomore showed little faith in the Columbian's basic integrity by suggesting hopefully that the system be adopted gradually.

(They estimated that it will take five or ten years for the "correct" attitude to permeate the entire student body.)

A third freshman felt that the ability to live under an honor system "depends on what part of the country a person comes from." His reference later proved to relate to the atmosphere of a student's secondary school training.

One sophomore and a junior, older and perhaps somewhat wiser in college ways, felt that the system would not work at all. Cheating to get into graduate schools is a necessary, if universal evil, they declared, remarking that most cheating was done on "out of class" assignments, and so could be neither controlled nor punished.

In the limelight at last, one freshman, almost untouched by the cruel ways of the world, replied that, "Honor is something you have when you come in — it remains the same no matter what the system."

The Barnardite View

Perhaps Barnard girls stand for the natural superiority of women or perhaps they simply haven't much faith in the hon-

esty of their opposite numbers across the street, but half of the girls polled in the survey expressed grave doubts about the effectiveness of the newly instituted Columbia Honor System.

Elfriede Kaniuk, '58 spoke for most of the girls when she said that the "competition at Columbia is stiffer . . . boys must get top marks in order to get into medical and law schools." She noted that although careers are important to women they are, necessarily, far more important to men.

"An honor system would work best in a women's college, preferably small," said Rolande Sadiuk, '57, also citing the importance to men of high grades.

One student felt that the honor system could be effective in gradually building up in the freshman class an "honor" attitude to such a system. Helen Schuyler, '57, said "I don't think they're any less honorable than we are — they won't have much trouble building up a tradition." Many other girls cited the importance of tradition to an effective honor system in any institution.

Trustees Return On Campus Tour

Members of the Board of Trustees will go "back to class" Wednesday, December 12, when the third in a series of "Roman Holidays," which are held every five years for the trustees, is celebrated.

Several trustees, among them Mrs. Arthur Hays Sulzberger, Mrs. Gavin MacBain, Mr. Robert Hognet, and Mrs. Alfred Hess, have been invited to attend classes and lunch with Barnard undergraduates in the Hewitt Hall dining room. This luncheon will be followed by a tour of the Ella Weed Library, conducted by Miss Esther Green, an inspection of the site for the new library, and a discussion led by Mrs. McIntosh on the new library plans.

A reception will be held for the trustees in the James Room at 5:30 p.m., followed by the winter trustees meeting and dinner at 7:00 p.m.

Reading Period

(Continued from Page 1)

mist ventured, "Let's face it; I work better under pressure!"

Faculty members, though not strongly against the period, did not favor the plan. One member of our history department, promised anonymity, freely said, "I feel its worth about as much as a hall of beans." Most faculty members interviewed felt that it couldn't do very much good but if it made the students happy, "why not!"

Two suggestions were given as alternatives to the present reading period plan. Jennifer Robbins '60, thought that the last two days could be used by teachers to help their classes review for the coming trial. Jackie Flato '58, suggested that the school term could begin Monday instead of Thursday so that three days would be left for a reading period.

Looking over the results, adding them up, weighing, balancing, and assorting them, it might be concluded that popular opinion favors a reading session.

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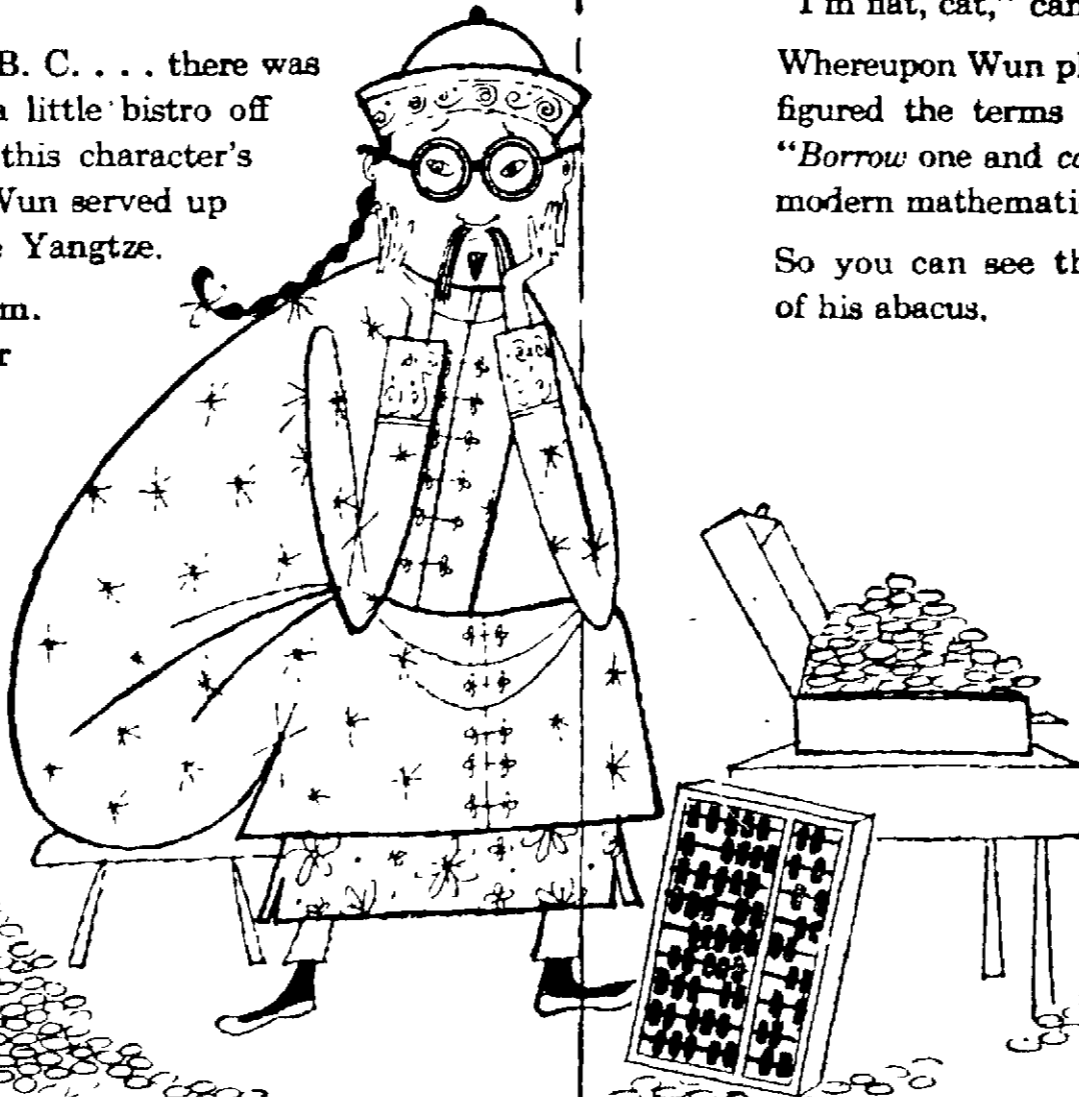
or

(Who's Trying to Confucius?)

Many moons ago . . . around 600 B. C. . . . there was a barkeep named Draw Wun in a little bistro off Times Square in Shanghai. Now this character's cashbox was loaded with loot, as Wun served up the greatest brew that side of the Yangtze.

"Murder," said Wun, one p. m. near 9 as the cats were clamoring for more beer, "I'm getting all shook up trying to keep gung-ho on the tap, take the cash, and figure out the change. I don't dig that math."

The beer Wun was crying in belonged to a calculus prof from the local U.



"Gad, Dad," sympathized the math man, "keep cool: I'll think of something. You can count on it."

So the prof rickshawed home and took a bath. Soon he was heard to shout, "Eureka!" (in Chinese, of course). He had solved the problem by inventing the abacus.

Next day he brought in a counting gizmo made of bamboo and cranberries. With this mechanical brain, Wun was able to introduce the time-payment plan, because one day a patron and Wun did this bit across the mahogany:

"I have a yen for two cold ones to go," said the customer.

"Sorry, friend, we don't accept Japanese currency," Wun lunged.

"I'm flat, cat," came the reply, "got a suggestion?"

Whereupon Wun played a few fast notes on his abacus, figured the terms of a loan for two beers and said, "Borrow one and carry two" . . . two terms still used in modern mathematics.

So you can see that's how Wun got a charge out of his abacus.

MORAL: When it comes to mathematics, you can count on an abacus if you want to. But when it comes to beer, figure on Budweiser. It's the best draught beer any side of the Yangtze. You can count on it.

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