



President Peterson's First Days

President Martha Peterson has spent her first few days at Barnard learning about her new environment, and meeting the people, both students and faculty, who live and work there.

Last Wednesday Miss Peterson joined the Sophomore Class for lunch. The students bombarded her with questions and she never reached the door. Miss Peterson will be having luncheons and teas with each class.

Alumnae and undergraduates turned out at the gym on Thursday to meet Miss Peterson at Convocation. Excerpted highlights of her speech follow this article.

Preferring the dorm cafeteria to any other eating place on campus, Miss Peterson surprised residents with her appearance there on Thursday evening. This dinner was followed by her attendance at the Minor Latham Playhouse performance of *Towton*, written by Mr. Kenneth Janes Director of the playhouse, and produced and performed by Barnard students.

Throughout the week Miss

Peterson has been interviewed by the New York City newspapers and radio stations.

- I am hopeful that the size and integrated focus of Barnard College may make livelier teaching possible.

- There are those who prophesy that lack of adequate financial support will force colleges like Barnard either to close their doors or to change so radically that they no longer provide the kind of excellence, diversity, and educational leadership that has been their strength. I do not wish to minimize the importance of having funds enough to live comfortably. On the other hand, it is my belief that colleges fail more often from lack of imagination and direction than from lack of funds.

- I believe that students themselves may be, at times, a little shocked at the precedent shattering situations in which they find themselves. They want to be responsible as well as free, but the guidelines for responsibility in

the areas they are now asking to enter are not well established.

- I believe the most pressing question in our colleges and universities these days is procedural rather than philosophical. Mostly we know where we are going, what we would like to accomplish, and what our weaknesses are. We know the principles we should observe. We have brighter students and abler faculty, but we are frustrated in making and implementing decisions.

- I must stress my personal appreciation of the values of association with a great University where respect for disciplined knowledge, the creativity of new ideas, the stimulations of great scholars, the concept of service, are established ways of life.

- Any changes in relationship must carry maximum guarantees that the changes lead to better educational opportunities for Barnard women and Columbia men, without sacrificing strengths inherent in the present arrangements.

I am delighted to offer my congratulations to you on becoming president of Barnard College. Our universities are in ferment today and it will take a rare combination of patience, wisdom, and energy to cope with these challenges. But your work at the universities of Kansas and Wisconsin have shown that you possess these qualities in ample measure. I wish you every success in making a great New York College greater. With Best Wishes

ROBERT F. KENNEDY

Barnard Past and Present Revived at Alumnae Council

By MARTHA COLEMAN

You may have bumped into some strange women on campus this past Friday and Saturday. Perhaps they sat in some of your classes on Friday where they tried to be very attentive or perhaps they smiled inquisitively at you in the dormitory elevators as they attempted to remember their way about the campus for they had once been at school here themselves. They wanted to talk to you but not all of them knew how. These women were delegates to the 16th Alumnae Council and they were here to learn about you and Barnard today.

The ninety delegates who attended various parts of the weekend program have now gone home to all parts of the country where they will try to inform other Barnard alumnae about the campus and the good things we do which need support — financially. The Alumnae Association in general seems to suffer from an attitude similar to that prevalent among the future alumnae here, that is, apathy to the school as an independent organization requiring continuing support. Barnard notoriously gathers the least alumnae financial support among the Seven Sister schools and this coupled with the fact that it also has the lowest endowment of the seven may explain some of its apparent stagnancy.

The Woman's Role

Marian Bradley Blow (B '58), chairman of the Alumnae Council, hoped that the weekend program of class visiting, lectures and panel discussions with faculty, students and administration and an address by Dr. Eli Ginzberg, Hepburn Professor of Economics in the Graduate School of Business, would stimulate the delegates to express and promote the necessary and yet changing role of a woman's college in the educational system of the country. However, Mrs. Blow expressed the necessity of toning down some of the panel discussions in arranging the program so as not to offend any of the delegates who spanned the entire range of Barnard alumnae years from graduates of last year to a representative of Barnard's very first graduating class of 1893, Mrs. Poltzer.

Woman Power

Aside from attending classes

which many delegates expressed a desire for more time to do, it was perhaps Dr. Ginzberg's informative and entertaining address at dinner on Friday evening which supplied the most subject for thought. His address, "The Slow Revolution" was an examination of "woman power" in the labor market and he addressed some suggestions to President Peterson for preparing Barnard to recognize the revolution. He began by analyzing five patterns of modern society concerning the labor force. First we are a society heavily dependent on skill and talent and clearly women represent half the potential talent. Then we are a society which no longer uses the bulk of our labor force in the production of goods but rather we employ two-thirds in services such as trade, communications, health, and education, and the areas of service have always leaned heavily on women. Third, we conceptualize the world of work with the wrong images, for today a large part of the labor force does not work full time, especially women. Fourth, both men and women intermingle work and study. Some 40% of all college students interrupt study to work and it is probable that the percentage for women students alone would be as high as 60. Finally more and more according to Dr. Ginzberg there is a "blurring of the sexes" in the labor market as well as in appearance.

A Woman's Education

Having outlined the pattern of the educated woman's life much to the horror of some of the alumnae delegates who insisted that one can never rely on statistics, Dr. Ginzberg went on to insist "it makes no sense" to have the same educational system for boys and girls with the underlying assumption that girls are going to acquire their education in one continual stretch.

Dr. Ginzberg closed his address with an appeal to President Peterson: "Don't let a young lady go through Barnard without an understanding of her role in the labor field. A liberal arts education is fine, but it is indecent for a girl to spend four years and her parents' money and not acquire some tools."

Barnard Rep Recommends Breaking Ties With NSA

By FAYE SILVERMAN

Editor's Note: The author is Barnard's NSA coordinator and Barnard delegate to CUSC. She has attended the past two NSA congresses in these capacities. The question of Barnard withdrawal from NSA is currently under discussion in Undergrad.

The United States National Student Association, unlike national student associations in other countries, is composed of student governments and is chiefly funded by foundation grants. It has very limited grass-roots support — most people hadn't heard of the organization before the NSA-CIA exposure in the Feb. 1967 issue of Ramparts.

Even its limited mass base — the 1500 delegates and observers attending last summer's convention — have little influence on national policy. Last summer, for example, one of the main interests of students was black power. We passed a resolution which supported black power and mandated the establishment of a five-man commission, composed mainly of black students, who would travel from campus to campus. This commission has not yet been established although lower-priority items have been funded.

In general, NSA can never really be responsible to its constituency since it depends on government and foundation funds. Towards the end of last summer's congress, for example, a resolution was passed to support the launching of the Dump Johnson movement by a rally opposite the White House. The day before the rally, we were told that all busses were being used by Head Start and that, anyway, there was a prediction of rain. The rally, therefore, was cancelled. What had really happened was that OEO had threatened to cut off all funds if the rally occurred or if

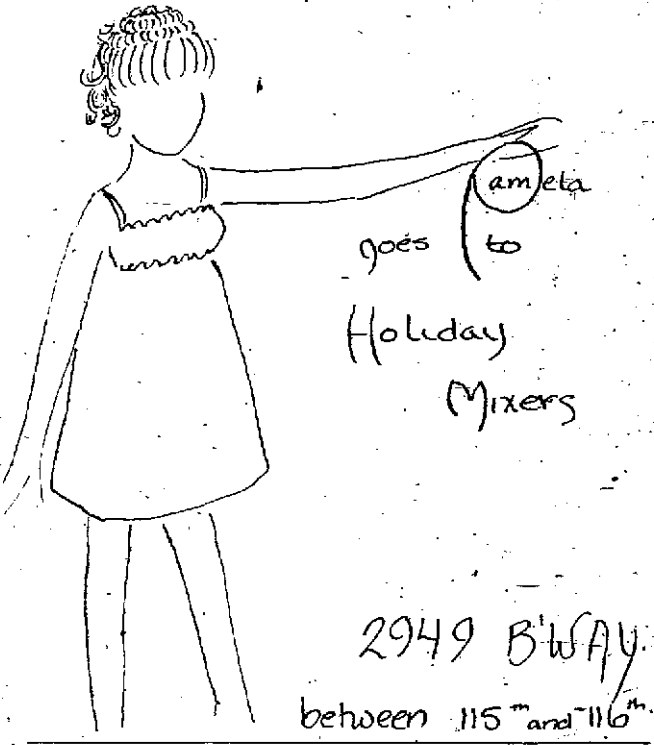
their call was publicized, so the Head Start tale was invented.

Black power was an issue which genuinely concerned most delegates, but such concern wasn't evident over most items of legislation. Legislative sessions occasionally lasted twenty hours. Two summers ago, for example, one such session ran from 10 a.m. until 7 a.m. the next morning. Delegates were often tired and bored. A few experienced student politicians argued the issues back and forth and used parliamentary tricks to make their points of view prevail. After sessions such as these, many delegates return to their campuses and remain inactive on the legislation they passed since the whole Congress seemed unreal. In addition, delegates often allowed resolutions to substitute for action; they felt that they had done their yearly share toward changing the world simply by attending a two-week convention.

I have often been asked what harm it does for Barnard to remain in NSA which is, after all, a good forum for discussion, even if programs don't directly relate to the Barnard campus. The problem with such reasoning is that remaining in NSA adds legitimacy to an organization which is often consulted as a spokesman for student opinion. The weakness of NSA, in my opinion, lies within the unchangeable structure of that organization.

A national group should be composed of active local groups which meet annually to discuss their ideas. It should have a broad-based membership of all concerned individuals, not just student governments. Only when there are active groups on each campus can projects be coordinated, and can policy decisions have meaning. I hope, therefore, that Barnard will withdraw from NSA and that we will commit ourselves to building a representative and active group on our own campus.

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Do Large Classes Handicap The Learning Experience?

By GAYLE KNAPP

Campus opinion is split as to whether or not class size has increased, and whether or not this is an advantage.

The general feeling on campus is that large classes make it difficult to give individual attention to students. Professor Dudley, chairman of the Biology department, observed that the teacher is unable to know each student: "only the poorest and the best students stand out." A history student stated, "You aren't forced to work as hard in a large lecture group." Another student, taking Calculus II, said, "In a large lecture class you can't ask questions of the professor, instead you must ask your recitation instructor."

Professor Klass, Anthropology department chairman, stated that large introductory classes aren't always bad. He gave two disadvantages of having a large class: (1) student participation is lost and (2) exams must be objective instead of subjective; but he pointed out two distinct advantages: (1) the student benefits if a senior member of the faculty lectures rather than a preceptor or graduate student conducting a small class and (2)

in an introductory student participation is usually minimal, therefore a large class would allow coverage of more material. Professor Klass also declared that "advanced classes should be kept as small as possible." He suggests a maximum of 30 students in each intermediate class and a maximum of 15 to 20 students in Junior Readings and Senior Seminars.

In commenting on this problem of class size, Professor Barry Ulanov, English department chairman, said, "A lecture is a lecture, if there is time for questions it is not a lecture. One of the best things about the English department is that we can conduct seminars, small classes and lectures. Each serves a dif-

ferent purpose. When there is a large amount of material to present a lecture is good. I wouldn't like to lose either lectures or smaller classes."

The question of whether large classes are an advantage is not one which can be resolved immediately to everyone's satisfaction. Professor Heid, chairman of the Art, History department, summarized the problem — "It is unrealistic to expect all classes to be small; we will always have large and small classes. It is not, in my opinion, the size of the class that matters; it is the teacher teaching it." It should be added that the student also determines how much she gets out of a course by how much work she puts into it.

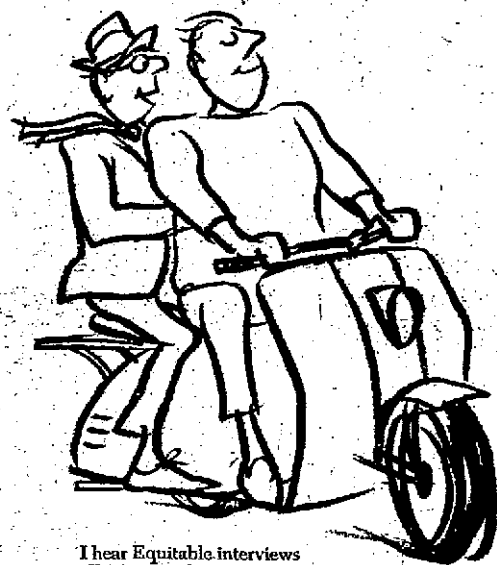
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The Dalton Experience

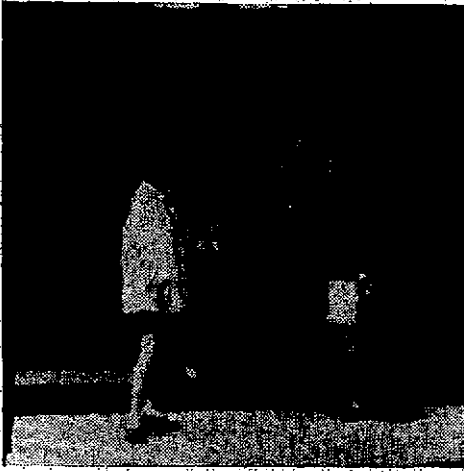


Photo by Eleanor Klein
Miss Horowitz with Students

By **ARLINE HOROWITZ**

One of the most common problems facing a student-teacher is probably that of adjusting to the change of role from student to teacher. I am now in the midst of what I might affectionately call the "Dalton experience." I spend approximately twenty hours a week at the Dalton School both teaching and watching others teach English.

Some of my experiences at this atypical school are not very different from those of any student teacher anywhere. There is, at first, the peculiar sensation of being too much like the students to be their teacher. There is the natural fear of being totally incompetent. There is the excitement of actually teaching.

The first shift in my position was made very clear when I was teaching grammar to an eighth grade class. As I looked out at the class, trying feverishly to remember all sorts of rules about eye contact, good posture and clear articulation, I noticed, to my amazement, that the students were taking notes. The thought that my words and perhaps some minor (?) errors were being written in ink in a dozen notebooks is a sobering one, indeed.

Although there are many experiences shared by student-teachers in general, the world of the private school can be very different from that of the public school. A student teacher at Dalton is soon made aware that there is much learning and teaching that takes place outside the classroom. Since students have "lab hours" in which they meet individually with their teachers to discuss their work, part of the student teacher's job is to work with students in "lab." This kind of teaching allows her to evaluate the needs of each student.

The education program does not pretend to prepare its members to solve any and all educational problems at a glance. My experiences at Dalton, for example, are obviously not representative of what is happening in most other schools. As a student teacher at Dalton, I am learning about the kinds of creative work that can be done in education and, to some extent, am sharing in the excitement, both as a teacher and as a student.

I am learning, too, what I am sure every other student-teacher learns — that a teacher's greatest resources in dealing with all kinds of problems are openness to students, adaptability, and a sense of humor. With these as weapons, a teacher can fight effectively in almost any educational battle.

Education Program

By **JACKIE TANER**

Through Barnard's Education Program, a prospective teacher can fulfill state licensing requirements and gain practical experience while still an undergraduate. The twenty seniors currently enrolled in the program will qualify to teach in New York State upon graduation.

Education students, selected in December of their junior year are enrolled in Education 3-4 taught by Assistant Professor of Education and History Patricia Graham. For one semester, each girl spends twenty class periods per week practice teaching in City schools. She works under the supervision of Professor Graham and a faculty member from her major department along with one or two city school teachers. She also attends the Education seminar at Barnard throughout the year.

A girl who wishes to qualify for state licensing must complete one course at Teacher's College in methods of teaching in her chosen field. In addition to her major requirements, she must take Psychology 5 or 27 and either Philosophy or History of Education offered at Barnard.

This year with the permission of the New York State Department of Education Barnard is beginning a five-year experimental program for the preparation of social studies teachers. Under the new requirements, a history or social science major will complete the requirements of her major field, a year of both European and American history and three additional courses in history or the social sciences. This program contrasts with the old requirements, which demanded ten separate

courses in history and the social sciences usually only two or four of which could be counted toward the major requirement.

Professor Graham points out that not all girls who are enrolled in Education 3-4 will meet the state requirements. Such is the case with some science majors. However, no girl will be excluded from the program for this reason.

Any disadvantage to the practice teachers resulting from the switch to the four course system has been reduced by more lenient department requirements at Barnard as well as recent changes in state licensing policy. Social studies requirements in particular are now more in line with Barnard's emphasis on depth rather than breadth.

Professor Graham sees a distinct advantage in an undergraduate exposure to teaching over graduate Education training for many types of girls. Those students who want a break in their schooling will be able to work in their field for some time before graduate school. The program is also beneficial to girls who are unsure whether they prefer college or high school teaching. Such girls will be able to concentrate on their chosen field in graduate school since they bypass Education courses.

Professor Graham believes that the undergraduate experience is especially valuable since Graduate M.A.T. programs often involve two extra years of study. She expressed confidence that Barnard girls who complete the Education Program will make competent teachers. Professor Graham did note, however, that some students would prefer the M.A.T. programs.

Student Teaches At City School

By **BARBARA KINAS**

"He spoke! I mean he actually raised his hand and answered my question. He wasn't exactly correct, but he really volunteered an answer."

For a few days after that monumental experience of a sullen quiet student speaking in a classroom, my friends heard me speak of nothing else. It was a simple occurrence, one which wouldn't have meant much to me last year; but one month of student teaching at George Washington High School has certainly had its effect on me.

Located on 192 Street and Audubon, George Washington High is a New York City public school — with all the implications of that term. There are 4,300 students composing this "miniature U.N.," hence the classes are often crowded. The student organization is bankrupt; the principal has recently been under fire; and the teachers range from the somewhat mediocre to the excellent.

What I found was certainly not a model high school, but neither the "Blackboard Jungle" I had expected. The students there have different problems than I, and they display a toughness in their attempt to solve these problems; but they are approachable.

Because of the great variety among the members of the student body, the classes become especially interesting as the Minuteman adherent, the SNCC follower, the Puerto Rican immigrant, and the arch-conservative each have their say on historical or current events. Some of the students, as in any high school, are bright, quick, and eager to learn. Others have difficulty in the fundamental skill of reading and writing.

I have found at George Washington High School that both the quality of the teachers and the capacity of the students have been underrated. It is not the modern antiseptic school of middleclass suburbia; nor is it filled with bright-eyed youngsters eager to work for the grades that will get them into ivy-covered colleges.

But George Washington High School is the place where a student can give the teacher a first-hand account of the problems of urban society; where good teachers are desperately needed; where a student teacher can take pride in a student's first classroom response.

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BLOOD, SWEAT, AND TEARS

Projected Towton Film

While looking through the file of plays submitted for production by the Barnard College Theatre Company, Linda Yellen '69 found a manuscript written and discarded by Kenneth Janes, Director of the Minor Latham Playhouse. Having secured Professor Janes' permission, Miss Yellen proceeded to cast and direct an experimental production of his one-act play, TOWTON.

In the three performances given last week, Ellen Terry, Technical Director of the Playhouse, joined an otherwise all-student cast, which also was credited with costuming, staging and lighting of the production. Playwright Janes, who has had several plays produced in England, has permitted the company to freely work with his material.

At present, there are plans to rewrite and polish the play, in preparation for a special showing for representatives of the press and film industry. Director Yellen hopes that a foundation grant or other funds will be made available to the company to film Towton, which she believes is better adapted for screen than for stage production.

Set in England at the time of the War of Roses, Towton is based on the personal conflicts between Margaret of Anjou and Alice, Duchess of Suffolk. The company's attempts to subdue the historical origins of the play in order to focus on its universal themes of war and the mother-child relationship suggest the limitations of the stage and the advantages of the film medium in dealing with Professor Janes' script.

For despite its experimental techniques, the Minor Latham production remained set in time and place, mainly because of its use of period costumes, but also because of the physical limitations of the stage. Miss Yellen is confident that flashbacks and other film techniques would free the script from its historical setting and allow the company to develop the universality of its theme.

Conrad Rooks' Chappaqua

By ELLEN HORWIN

In a Society in which everything from narcotics and sex to protest demonstrations eventually becomes a fad, CHAPPAQUA will dramatically reawaken audiences to the nightmare of drug addiction. Paralleling the stream-of-consciousness novel, the film uses montage to reproduce the inner life of Conrad Rooks, a drug addict-alcoholic for eight years.

At the beginning we see Rooks under the pseudonym Russel Hardwick in a drunken drugged delirium making the scene at bars and LSD parties. He is nearing insanity. The scene suddenly shifts to the inside of an airplane bound for France where Hardwick-Rooks will begin sleep cure treatment. What follows is a photographic interweaving of illusion and reality which represents Rook's mental hallucinations while undergoing withdrawal. Through a rapid succession of fragmentary scenes the audience gradually comprehends the whole background of Conrad Rooks — how he became an addict, his drug-induced fan-



The real Conrad Rooks

How I Won The War

By SARAH BRADLEY

In comparison with the plethora of anti-war films that are documents of shocking brutality, Richard Lester's HOW I WON THE WAR is a full-blown nightmare. Lester does not make a direct statement on the inhumanity of war, instead he demolishes the nostalgia-creating war films. As he says, "I wanted to show the dishonesty that history gives to the reason we fight war. . . ."

"How I won the War" is ostensibly based on the "memoirs" of a young English Army officer, Lieutenant Goodbody, describing the experiences of his platoon in World War II. Your basic bumbling but patriotic foot-soldier leaves home and hearth to fight the Hun. His glorious mission: to establish a cricket pitch behind the German lines in North Africa. At first the film seems to be a ludicrous burlesque, but by cutting slapstick with brutality, Lester keeps the audience emotionally off-balance and wretchedly uncomfortable.

Lt. Goodbody is a parody of the dedicated army officer, separated from his men by social status and rank, and revealing his patriotism in his religious observance of petty details. His platoon is a collection of zany stereotypes: the clown, the coward, the critic, the self-proclaimed cuckold. The film moves like a series of disconnected hallucinations because the platoon operates in an isolated fantasy world while the heroic action essential to a war film is introduced in monochromatic documentaries of chaotic battles. The way the characters fluctuate between outright farce and the ugliness of scenes such as the one in which the coward hides naked in a truck, prevent the audience from indulging in sentimentality or patriotic fervor. The film engenders a frightening sense of indifference.

Although all the acting in the film is excellent (including John Lennon's handling of his small part),



Richard Lester

Michael Crawford (Lt. Goodbody) is particularly good. He creates a totally despicable character whose most glorious achievement is taking a bridge across the Rhine — by bribing a German officer with a bad check. Crawford's performance is matched by Michael Hordan as Lt. Colonel Grapple, "Grapple of the Bedouin," who has fought in every possible war and can stamp away from an overturned and mangled jeep leaving his equally mangled driver to bleed in the sand.

Richard Lester has said that his film is aimed at the 45 year old generation; those who have created the nostalgia that surrounds World War II. It is unfortunate that few of them will ever have any inclination to see the film if it continues to be billed as "the John Lennon movie," and that those who go won't understand it because they remember how they helped win the war.

The Witnesses

By JUDY MILLER

A review of a film is usually an exercise in esthetics, an attempt to capture and analyze the essence of an experience. THE WITNESSES cannot be captured in words. It is a documentary of the annihilation of the Warsaw Ghetto; an indictment so horrible in its implications that it is ultimately one long, unforgettable cry.

The "Witnesses," the rare survivors of the ghetto, relate their personal stories as we see still photographs and motion pictures evoking the incontestable truth of their past. Federic Rossif, creator of "To Die in Madrid," again brings back to life the reality we have lost. Much of the original film was taken by the Germans themselves and was meant to be part of a film library preserving the victories of the Third Reich. Will anyone laugh at such ironies of victory?

The survivors recount the many ways they, and six hundred thousand others, adapted to existence in the ghetto. The film shows the wealthy quarter, the slums, the nightclubs, the theatres, the religious services. Then there is the hunger, the shrunken corpses, the eyes of the dying, the Germans and the Jewish police. This may be a chronicle of hell but the horror is that everything is quite ordinary; no monsters, no devils, nothing but man.

Some of the witnesses speak in the present tense. When they tell of the last defiance of the Jewish fighters as the ghetto burned, there is no hiding place, no comfort and no help. The isolation of the people who speak and of those who die is total. For them the ghetto is still burning.

If you want to see this picture, perhaps you do not have to. Perhaps you do not have to see the Germans amusing themselves as they murdered. Is it humanly possible to carry the truth of this movie, of our past, with us as we live in our age of new horrors? Injustice allows no other truth but itself. One would think that "after this death, there is no other" but there are many others.

tasies, his process of withdrawal — and all this through Rooks' inner being.

The Indian theme suggested by the title of the film reflects Rooks' love for the Indian culture leading to his association with peyote, a powerful drug made from Mexican mushrooms. In a filmed sequence with his psychiatrist portrayed by Jean Louis Barrault, Rooks speaks of his desire to go to Chappaqua — a town in New York State — as almost an Elysian resting place, a last remnant of the vanished Indian culture. The images photographed with a hand camera are arranged to suggest Rooks' mental association of the American Indian and the Hindu. Visions of Old Indian peyote rites, an Indian guru, a water woman in white (Paula Fritchett) flash across the screen in hypnotic progression and culminate in a vision of sitar virtuoso Ravi Shanker as a mythical sun god.

The unusual sound track composed by Ravi Shanker brings in sequences of sitar music, the Fugs' rock and roll, ordinary conversation, and Indian drum beats from peyote ceremonies. Against the elaborate background of sound, the breathtaking scenes shot in India, Ceylon, Thailand, Mexico, Jamaica, France, and the United States create a new film language based on lines of association. At times, it is almost impossible to grasp the meaning of the dream symbolism from the vast array of images flashing across the screen, and so the film becomes, in moments, just an interesting picture pattern. Yet, "Chappaqua" is an admirable achievement in experimental cinema because instead of presenting the usual case history, it allows the audience to become directly involved, through sight and sound, with Conrad Rooks' drug experience.

*if you went away where would
you go? probably to, chappaqua.
Where? a chappaqua. parlez-moi de
chappaqua. je crois que c'est une
source . . . a spring? it means the
sacred place of the running water . . .
the indians did dance here . . .
they are all gone now . . .
only the arrowheads remain.*

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C.U.: Asymmetrical Acropolis

By MARILYN BAIN

Columbia's architectural planning is everything from "insensitive" to "completely chaotic" when seen from the outside by non-University residents of Morningside Heights. Those who actually study and work in the buildings which compose this "American Acropolis" add another criticism. "It's uninspiring," says Percival Goodman, professor of architecture at Columbia.

that school. The School of Architecture for example, should move to a less crowded area where its students could make use of a large piece of land on which to do building and experimental work. The School of Social Work might best be located in the Harlem or Bedford Stuyvesant areas.

Such decentralization would help to relieve residents of any one area of undue University

imperialism." While Mr Goodman sees the University as a sort of growth industry which must expand he also recognizes its responsibilities in this expansion process. "We've got to expand and take care of our own," he says. "But we've also got to take care of whoever we kick out in the process. Other schools have managed this with some success — Yale, for example. Why shouldn't we?"

Growth Lacks Imagination

By ISABEL KING

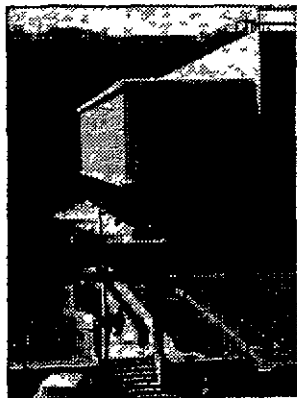
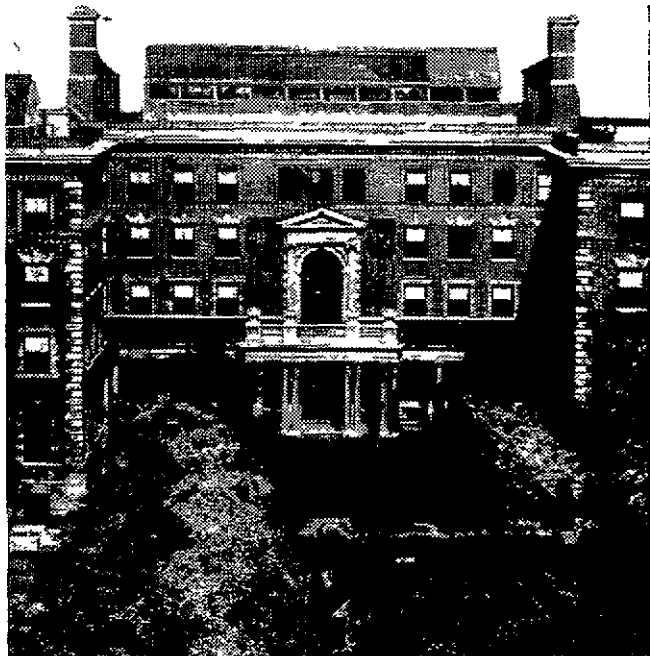
The following is a critical summary of an article on Columbia's poor planning which appeared in the July-August 1967 issue of the Architectural Forum. The article entitled "Columbia, Pleonexia on the Acropolis," was written by C. Richard Hatch, a member of the Architect's Renewal Committee in Harlem Inc.

In The Architectural Forum, Mr C. Richard Hatch stresses his feeling that "if the greatness of the University and the greatness of the city are to be one, Columbia must recognize a duty to act as exemplar in architecture, in community development, and in the treatment of the black poor." His criticisms fall into two areas.

He first claims that the University is destroying a sound integrated neighborhood. In relation to this, Mr Hatch points out that "an entirely institutional Morningside Heights may be more attractive to thugs than to scholars and students" (Mr Hatch does not elaborate on this idea and his logic is somewhat difficult to follow). The other point that he makes in this area is that in building the Law School, Columbia destroyed a thriving neighborhood business community. Amsterdam Avenue around the Law School is

certainly grim at this point, but Mr Hatch fails to consider the planned construction of the new Barnard Dormitory in that area which will re-establish a residential atmosphere.

A second main target for Mr Hatch's criticisms is the University's disregard for the community in its institutionalized planning. He charges that the small portion of the proposed Gymnasium in Morningside Park to be open to the Harlem community "is approached from the lower level through a separate and unequal entrance." He also objects to the fact that the University has succeeded in attracting (through cash loans and other incentives) Bank Street College of Education from the lower West Side and the Manhattan School of Music from East Harlem. According to Mr. Hatch, "these institutions have historically played an important cultural function in their own working-class neighborhoods."



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Responses to this advertisement will be handled by the Management Consulting firm representing the major corporation which will conduct the training program. Please address Mr. R. G. Steacy, Gaynor & Company, 850 Third Avenue, New York, N. Y. 10022. Specific information about the course of instruction and other details will be sent to those submitting acceptable applications.

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Thursday
November 9

Wollman
8 p.m.

The Modern Replaces The Ethical At Thursday Meeting

By ROSE SPITZ

The Thursday Noon Meeting is a group that conducts weekly meetings at which a special speaker is present. The Club was begun by Mrs. Millicent McIntosh, a former president of Barnard. Mrs. McIntosh set up a special presidential fund to pay for the Club's expenses.

The original purpose of the Club was to provide a forum for ethical discussions. The Thursday Noon Club was created as a place where people of all religions could meet and talk about things concerning the "spirit and the soul," according to Miss Jean Palmer, the General Secretary of Barnard. Since its creation, though, the Club has broadened its purposes and now has speakers who discuss a wide range of contemporary subjects.

In recent years, Thursday Noon speakers have included Kenneth Janes, Professor of English and Director of Minor Latham Playhouse, who spoke about the difficulties encounter-

ed in a career in the performing arts, Audrey Chapman, Professor of Government, who gave a talk on Nigeria, Dr. Lawrence Hatterer, who discussed the psychological problems of the creative woman; Judith Crist, of the 'New York Post, who spoke on films; a physics professor who spoke on the possibility of life on other planets; a speaker on conservation; a speaker on the legal aspects of narcotics control, and a representative from the Civil Liberties Union. This year's speakers, so far, have been Professor Serge Gavronsky of the French Department, and the former Indian Ambassador to the United Nations. Although all of these speakers appear to be concerned with various and unrelated fields, Professor Annette Baxter, a member of the History Department and former faculty chairman of the Thursday Noon Club, pointed out that most of their topics related in some way to ethics, morals, or values.

A special committee consist-

ing of faculty members and students decides upon whom to invite to speak at Thursday Noon meetings. The various academic departments may suggest speakers for the meetings. "This year we are trying to have speakers from nearly every field of interest," said Deborah Burke '68, head of the Club.

When asked whether the Thursday Noon Club should open itself completely to other academic groups and have speakers who will discuss subjects relative to those groups, Mrs. Baxter said: "The Thursday Noon Club has discussed whether it should sponsor department speakers. If it did it would become a vehicle for the departments, and it would lose sight of its purpose as a forum for discussion of topics of current interest, topics that are perhaps provocative or controversial or original. It is a forum for general comment on matters of current interest."

The expenses of the Club are

paid by a presidential fund set up for this purpose. The Club has an annual fund of \$800. Last year the Club spent \$650, but this year it expects to spend more, since last year it did not have to pay any traveling expenses. The expenses of the Thursday Noon Club include the cost of the food served, payment for the labor of students in preparing and serving the food, stamps, stationery, posters, and an honorarium for the faculty chairman.

Last year Claude Brown came to speak at Barnard. He was paid \$300, and this money came from Undergrad. The Thursday Noon did not hold a meeting the week he came, but the event was not planned by Thursday Noon, and none of its funds were contributed to the event.

The average attendance at Thursday Noon meetings last year was about thirty-five. "Last year there was a sufficient amount of interest in the Club," said Mrs. Baxter. "We had good audiences and lively

student participation." This year, however, the Club has been drawing much larger audiences. "So far we've been swamped at our meetings," said Miss Burke. "We've been having over fifty and sixty people at each meeting."

The Thursday Noon Club would like to invite some well-known speakers, such as Svetlana Stalin or Alexander Keren-sky, this year, but for the crowd such speakers would draw, the Club would need the use of a room larger than the College Parlor, where its meetings are now held.

"However," said Miss Burke, "we are torn between inviting a big-name speaker who would draw a large crowd, and keeping our meetings small and intimate, at which there could be good question-and-answer sessions."

This year's faculty chairman of the Thursday Noon Club is Donna Stanton, Instructor in French.

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11:00 a.m. Ecumenical Service of the Word, Sermon by The Reverend Henry W. Malcolm, Associate Protestant Counselor — "MURPHY'S LAW"

Music by the Chapel Choir

9:30 a.m. Holy Communion, Lutheran

12:15 p.m. Holy Communion, Book of Common Prayer

5:00 p.m. Mass, Roman Catholic

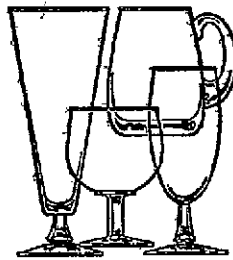
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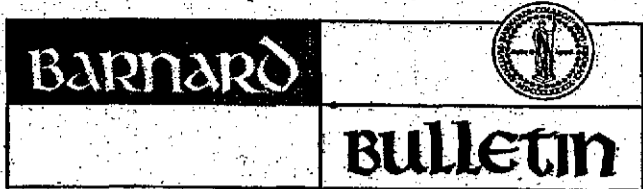


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Deficit Dilemma II

In last week's editorial we introduced our argument against raising the student activities fee. We will now review alternatives to Undergrad's present system of allotting funds.

Publications: We suggest that all publications meet their rising expenses by independently financing approximately one-half of their publishing costs. BULLETIN has accomplished this by increasing its advertising. We recommend that Mortarboard likewise increase its advertising. We further recommend that Mortarboard be sold to all students, with seniors paying one price for a hardcover book and undergrads paying a lower price for a soft-cover book.

In its present form, Focus does not strongly interest most Barnard students. Unless it redefines its function to include the publication of student and faculty academic papers, we suggest that Focus become a self-contained semi-annual supplement of BULLETIN. This would greatly reduce printing costs.

To further reduce Undergrad's expenses, we recommend that the Freshman Handbook staff work with the BULLETIN staff in publishing an orientation issue.

Academic Clubs: So that academic clubs may broaden their scope without being restricted by their allotments, we suggest that they become more fully integrated and partially financed by the departments they represent. We point to the recent invitation by which the Psychology Department opened its daily coffee hours to students. This seems to provide the informal academic atmosphere and intellectual stimulus which is the goal of the academic clubs. In addition, we feel that the Undergrad Constitution should be revised to permit clubs to charge dues and raise additional funds. We also suggest that the possibility of opening Thursday Noon Meetings' time and funds to academic clubs be investigated. (See p. 6).

Social Activities: Since a very small percentage of the Barnard student body attends all-college social functions, we recommend that these events be totally self-supporting. In reference to the high expense of college teas, we remind you that there are alternatives to elaborate bakery pastries.

Summer Grants and Conference Expenses: We suggest that stricter rules and definitions be created to determine which activities qualify for summer and conference grants. There are indications that these monies have been too freely allocated in the past.

These alternatives indicate that Undergrad should carefully reevaluate its financial structure. Before it raises the activities fee, we feel that Undergrad should determine whether currently funded activities have strong campus support. We suggest an all-college referendum to determine student preferences. The results of the referendum may eliminate those activities which are unwanted and which unnecessarily burden the Undergrad budget.

Student Activities Fees

The charge that there has been "inappropriate use of funds" in the BULLETIN of November 1 ("Deficit Dilemma") has no basis in truth. The editorial's implication is that the Barnard student's activity fee is being spent if not entirely, mostly, for daily teas and a formal ball. The fact is that the only teas Undergrad directly sponsors are the Wednesday afternoon teas which amount to very little. Winter Ball was allotted \$400 from Undergrad (\$200 was requested, and even \$400 was granted against the Treasurer's advice for the same reasons you mentioned — too few people share the benefits. The 13 departmental clubs which serve majors and prospective majors (not by having "daily teas") receive \$1100, a small percentage of the \$41,000 budget. Having departments defray the costs of academic clubs as has recently been suggested, is not really getting to the root of the problem. The allotments for BULLETIN, Mortarboard, and Focus, which serve the entire Barnard community, make up a much larger proportion of the budget than teas and a formal ball. It seems to me that a major change in financing student activities is necessary for their continuation. I am not necessarily in favor of an increased activities fee if other suggestions for a workable alternative to future deficit budgeting are proposed. Perhaps BULLETIN could make a contribution towards reducing its allotment from Undergrad by increasing its advertising or raising its ad rates. And perhaps Mortarboard could consider less expensive ways to publish a yearbook — for example issuing (or even selling) soft cover books instead of hard cover ones. And perhaps Focus could be published as a supplement to BULLETIN. These are only a few of the ideas already discussed by Undergrad. If there are other suggestions I'm sure Undergrad would be willing to consider them along with the proposal for increased activities fees.

JUDY GOULD '69

To the Editors:

It has come to my attention that the year 1914, which I received at a Trustee's tea and later passed onto Sharon Calegari, to be incorporated into her article, as the date of the last Student Activity fee increase is incorrect. In fact, there have been three increases since the late 1930's, bringing the cost of fees to \$20/year. I believe that these very cases of fee increments serve to discount your claims that "in allotting the money there has been no recognition of the changing nature of college activities."

Because costs have risen and many additional clubs and activities are now being sponsored for the Barnard community, for example, A Woman's Work; a new publication to be given to each student informing her of career opportunities and published by Barnard students and subsidized by Undergrad, it is once again necessary to meet

LETTERS TO THE EDITORS

Letters Policy

BULLETIN asks all of its readers, to please type all letters triple spaced with margins set at 10-75. Letters must include the signature of the writer. All letters published will include the identity of the writer, unless withheld on request.

The BULLETIN reserves the right to edit all materials submitted and to publish only those letters deemed timely and in good taste by the Editors.

Please send letters to Barnard BULLETIN, Room 1, the Annex.

our growing needs with a \$5.00 per annum fee increase.

To set the record straight, Undergrad does not sponsor "daily teas" as implied in your editorial, nor is a large amount of money given to sponsor a formal ball. We have only tentatively allotted \$400 towards the Winter Ball, as compared with a definite \$8,500 allotment to BULLETIN.

The two largest subsidies in the 1967-68 budget, \$8,500 and \$7,600 are given to BULLETIN and Mortarboard respectively. The total Barnard community receives the benefits of these activities as both publications are distributed free of charge to each Barnard student. An additional four thousand dollars is allotted to Summer Grants and Internships (an increase of \$2,000 in two years), a competition for supported summer study open to every student. Proportionately smaller allotments are made to academic clubs, classes, etc.

I do not believe that \$2.50 a semester will prove "an increased financial burden," as stated in your editorial, for any Barnard student, and/or her family when compared with tuition and fees amounting to \$1,800/year. In closing, I feel that it is far wiser for each student to pay the increase, which will accumulate to \$9,000 additional income for the treasury, which will then be able to meet all costs, rather than separately pay \$25/year for Mortarboard, \$4.00/year for a BULLETIN subscription, plus additional monies to be paid for senior dues, club dues and other taxes.

ANNE RAFTERMAN,
Treasurer,
Undergraduate Ass'n

Mortarboard Funds

The Mortarboard editorial board realizes the problem which is now confronting Undergrad. This year Mortarboard has received a grant of \$7,600 from Undergrad. Our contract with Bradbury, Sayles and O'Neill is for a minimum of

\$9,500. The latter amount is computed on a basis of 400 seniors. At the conclusion of the spring semester, 1967, there were approximately 420 members of our class.

Mortarboard must raise money. We are doing this through two channels of resources. First, we have written to 250 stores, associations, organizations, etc. in the Morning-side community requesting that they contribute to our yearbook. Our second project is something new — never before undertaken by the Mortarboard editors or staffs. We have written to the parents of every senior at Barnard. We realize that it is unfair to ask our parents for money when they pay our tuition, fees, room, board, and other expenses that we may incur. Yet, due to our financial position, we find that we must seek this necessary revenue. Therefore, we urge every senior to encourage her parents to contribute to the 1968 Mortarboard. It may be our only answer.

LINDA ROSEN
Co-Editor,
1968 Mortarboard

Young Republicans

I was very happy to see a BULLETIN reporter at the first meeting of the Columbia Young Republican Club. We are not solely a Columbia College activity and look with great favor upon increasing the number of Barnard members and casual attenders of our meetings.

In this vein I would like to correct an inaccuracy which appeared in the November 1st BULLETIN. The resolution opposing the peace time draft failed to pass by a 12-15 vote.

JAMES R. SHORTER JR.
Secretary-Treasurer

Convocation

While we were pleasantly surprised to see so large a turnout at the Convocation in honor of President Peterson, we were distressed by the lack of organization which marred the formal aspect of the event.

Although the brass section was competent, the choice of processional was ill suited for marching. Similarly, the faculty's impressive entrance was undercut by their confused reaction to finding no seats.

This chaos is especially ironic when one remembers how often the Seven Sisters are criticized for their love of pomp and circumstance. We hope that Barnard will be more successful in preserving its dignity in the future.

TWO CRITICS

— Attention Bio., Chem., & Physics Students —

RESEARCH

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Contact STEVE ZWIBAK, EXT. 3605 in 311 FBH IMMEDIATELY

The Week

Nov. 8
Nov. 15

Wednesday, November 8

Glamour College Issue Interviews, Reid Living Room, 11:30 p.m.

Luncheon, Discussion, "The Work of the City Commission on Human Rights," Miss Cornelia McDonald, Assn. Commissioner, Dodge Room, Lunch brought or bought, 65c, Noon.

Organ Recital, Searle Wright, St. Paul's Chapel, 12:05 p.m.

College Tea, James Room, 4:00 p.m.

Undergraduate Tea for Miss Peterson, Brooks Living Room, 4:00 p.m.

Lecture in Italian, "I diaspori di Montale," Prof. Luciano Rebay, 606 Casa Italiana, 4:00 p.m.

Supper-Lecture, "Separation of Church and State in Israel Yavneh Society, Fayerweather Lounge, 6:00 p.m., donation \$1.50, members \$1.00.

Sociology Club Meeting, "Sociology at Harvard, Chicago and Berkley," 212 Ferris Booth Hall, 8:00 p.m.

"After Vietnam," Third Discussion moderated by Ambassador Kenneth T. Young, Central Presbyterian Church, 7-45 p.m.

Thursday, November 9

SDS Meeting, 407 Barnard, 12 noon

Thursday Noon Meeting, College Parlor, 12 noon.

Gallery Talk, "Greek Bronzes," Allen Rosenbaum, Metropolitan Museum of Art, 2:00 p.m.

Gallery Talk, "Manet," Angela B Watson, Metropolitan Museum of Art, 2:30 p.m.

RAA Coed Volleyball, Gym, 5:00 p.m.

Fencing Club, Studio II, 6:00 p.m.

Gilbert and Sullivan Rehearsal, James Room 7:00 p.m.

Yavneh Israeli Dance Group, Dance Studio 7:15 p.m.

Bridge Night, South Dining Room, 7:30 p.m.

Film, "Backdrop to Danger," Douglass MacArthur Society, Harkness Theatre, 7:30 p.m., 35c

King Crown Concert, Piano Recital by Martha Vago, all Beethoven program Board of Managers, Wollman Aud., 8 p.m.

Concert of New Music. Featuring Works by Flynn, Kresky, Miller, Payne, Thompson, Teentham, and Wallach, Columbia Composers, McMillin Theatre, 8:30 p.m.

Friday, November 10

President's Luncheon with Thursday Noon Committee, Deanery, 12 noon.

Dormitory Tea, Brooks Living Room, 4:00 p.m.

Lecture, "Delacroix," Margaret V. Hartt, Grace Rainey Rodgers Auditorium, Metropolitan Museum of Art, 2:30 p.m.

Films, "Fidel Castro" and "Lord Bertráfud Russell," Graduate Faculties Student Council, Harkness Theatre, 8:00 p.m.

Lecture, "Impact of Petroleum Development on a Desert Village; the Cast of Aujila, Libya," Robert W. Brown, preceptor, Dept. of Geography, Geography Club, Fayerweather Lounge, 8:00 p.m.

Concert, Renaissance Music by Barnard-Columbia Chorus, Music Dept., St. Paul's Chapel, 8:30 p.m.

Indian Dance Recital, with Uma Sharma, Kathak dancer; Rehmát Ali, Sarod; Ramachandar Suman, Tabla, Pakhawaj, Society for Asian Music, McMillin, 8:30 p.m., \$2.00, members \$1.00.

Square and Folk Dance, Prof. Dick Kraus, instructor and caller, Beginners Class 8:00 p.m., Thompson Gym, Teachers College, 8:30 p.m. \$1.00.

Saturday, November 11

Panel Discussion, "The Politization of the University," Columbia University Student Council, Harkness, 9:00 a.m., all day.

Colloquium, "Questions of Meaning in Marathi and English," Prof. Franklin C. Southworth, Dept. of Middle East Languages and Cultures Linguistic Circle, 413 Kent, 2:00 p.m.

Charles T. Mathews Lecture, "Purposes and Functions The Faith," Oleg Grabar, Prof. of Art History, University of Michigan, School of Architecture, 502 Schermerhorn, 2:10 p.m.

Sunday, November 12

Junior Museum Films, "Sir Francis Drake's Life and Voyages," "Colonial Expansion of

European Nations," Junior Museum Aud., Metropolitan Museum of Art, 1:30 p.m.

Films, "Five British Sculptors Work and Talk," "Henry Moore, London 1940-1942," "Reclining Figure," Grace Rainey Rogers Aud., Metropolitan Museum of Art, 3:00 p.m.

Monday, November 13

Gallery Talk, "Roman Art," Allen Rosenbaum, Metropolitan Museum of Art, 10:30 p.m.

Gallery Talk, "17th Century Dutch Painting," Angela B. Watson, MET, 11:00 a.m.

Luncheon - Discussion, "Russia Fifty Years After the Revolution: Digress or Progress," Rabbi A. Bruce Goldman, Lunch may be brought, Sciff Room, Earl Hall, 12 noon.

Films, "American Revolution," "Background of the Civil War," "Lincoln Speaks at Gettysburg," Grace Rainey Rogers Aud., The MET, 3:30 p.m.

Freshman Tea, Deanery, 4:00 p.m.

Tuesday, November 14

"Negro Anti-Semitism in the New Left," Luncheon-Discussion with Rabbi Bruce Goldman, Dodge Room, Earl Hall, 12 noon.

SDS Meeting, 407 Barnard, 12-1 p.m.

Focus Meeting, 411 Barnard, 12-1 p.m.

Curriculum Committee Meeting, 100 Barnard 12-1 p.m.

Freshman Class Elections, Gym 1-2 p.m.

Gallery Talk, "Roman Art," Met, 1 p.m.

Gallery Talk, "17th Century Dutch Painting, Met., 2:30 p.m.

"Geological Aspects of Czechoslovakia, by Professor Bedrick Boucek, Czechoslovakia Academy of Science, Dept. of Geology, Prague, 212 Schermerhorn, 4 p.m.

Anthropology Club, 302 Barnard, 4-6 p.m.

"Norman, German, and Angevin Rulers in Southern Italy and Sicily," lecture by Claude Marks, Met, 6 p.m.

"Early Flemish Painting: The Van Eyck Wing and the Merode Altarpiece," lecture by Margareta Salinger, Met, 8:30 p.m.

Another Two Weeks: Last Week's Events; This Week's Eventualities

ICV

Don't be surprised to walk into Ferris Booth in the near future and find an exhibit of photographs taken in Washington during the march. This follow-up of the protest will be part of ICV's attempt to educate people about the war, and what the protest groups are doing.

ICV sold ten of the eighteen buses which left from the Columbia area for Washington, in cooperation with the Fifth Avenue Vietnam Peace Parade Committee. Seventy-five members were on the march.

Newly elected chairman Henry Dwyer, a second year graduate student in the school of engineering, told BULLETIN reporter Sona Kieval that he was satisfied with the turnout at the march. "It was heartening to know that this many people were out, there... seriously concerned." Dwyer feels that closely knit solidarity among the groups in the anti-war movement is most important to make its action effective; he supports the active resistance of those who are fighting the draft, but, as "ICV is founded in radical political concepts, it would find it difficult to remain functional if it lost its avenue of action, and civil disobedience often nullifies the ability to act." Therefore he believes ICV should seek as broad a stance as possible. The new emphasis on educating the public to end the war in Vietnam because it is an unjust war is in line with the ICV aim of solidarity against the war.

Since ICV feels that news

coverage of the war is not credible, it seeks other ways to keep the public informed. Researching original documents which are available to anyone, but often overlooked, and presenting veterans of the Vietnam War as speakers are their main methods of education. ICV may now prove to be a weapon of fact and truth in this many-sided war.

Thursday Noon

The guest speaker at the Thursday Noon Meeting tomorrow (Nov. 9) is Professor Robert Lekachman, Department of Economics, New York University at Stonybrook. Professor Lekachman, a former member of the Barnard Department of Economics, was himself graduated from both Columbia College (B.A.) and Columbia University Graduate Faculty (Ph.D.) Since 1959, Professor Lekachman has served as a consultant to the United States Information Agency.

His substantial list of publications includes *The History of Economic Ideas* as well as contributions to *Commentary*, *New Republic*, and *American Economic Review*. Professor Lekachman's topic for discussion is "Social Change and the Social Sciences."

Met Exhibits Miro

In a continuing effort to join cultural forces with its sister institutions, The Met is exhibiting a large mural painting by the great Spanish surrealist Juan Miro on loan from the Museum of Modern Art. The work, titled simply, "Mural Painting," is a

major work of Miro who painted it in 1950-51.

Advertising Conference

The Eleventh Annual Career Conference, sponsored by the Advertising Women of New York Foundation, Inc. will again be helping college students with a realistic, professional panorama of the vast career opportunities available to bright young men and women in Advertising — The Eighth Lively Art.

The Career Conference is a project of the Advertising Women of New York Foundation, Inc., and will be held on Sat., Nov. 11 at the Biltmore Hotel. There is a registration fee of \$3, which must be paid in advance. All those who attend will be guests of the conference for lunch. For further information contact Mrs. Francis, Office of Placement and Career Planning, 114 Milbank.

AIESEC

Three Barnard girls took part in the work abroad programs of the International Association of Students in Business and Economics. Susan Speier '69 worked on an economic research and urban redevelopment project for the Center of Economic Research at the Catholic University in Santiago, Chile. Karen Freedman '68, worked as a French-English interpreter for Au Printemps, a department store in Paris. Susan Manco '69 worked for the Compagnie Parisienne de Chauffage Urbain, a heating and air conditioning firm in Paris.

Similar opportunities are available for this summer. Con-

tact Linda Hodges in '616' for more information.

CUSC Conference

CUSC is holding its all-day conference on "The Politization of the University" this Saturday. The program includes a panel discussion on the roles of faculty and students in changing the university, and five afternoon committees discussing, Block Power, Experiments in Education, The Draft, New Politics, Student Government vs. Student Union.

Glamour Magazine

A representative from Glamour magazine will be on campus Wednesday, November 8 to recruit models for the August issue. Girls 5'6" and over are asked to come to Reid Lobby from 11:30-1:30 p.m. and to bring an informal photo. Additional photos will be taken.

Student Exemptions

Any student, upon presentation of ID, will be exempt from the \$50 admission charge for the Brooklyn Museum exhibit, "The Triumph of Realism." The show consists of 98 outstanding paintings on loan from European and American museums. The exhibit illustrates the chain of relationships that led to the establishment of an international school of 19th century realistic painting.

Microbiology Open House

Barnard students have been invited to an open house Nov. 18 at the Department of Microbiology of the Temple University School of Medicine in Philadelphia.

The special program has been arranged to provide the col-

legians with an insight into the graduate training programs conducted by the department. Students from 80 colleges in a 200-mile radius of Philadelphia have been invited to participate. Students interested in attending the open house should write to Dr. Earle H. Spaulding, chairman of the department, at the Temple Univ. School of Medicine, 3400 N. Broad St., Philadelphia.

Art of Fashion

Two portable recorded tours and a fast-moving slide program on fashion photography have been specially prepared to complement The Metropolitan Museum of Art's current major exhibition, "The Art of Fashion," which opened to the public October 25. (Closes January 1, 1968.)

The first of the two recorded tours covers the exhibition and includes an introduction by the Director of the Museum, Thomas P. F. Hoving. It is narrated by television personality and stage actress Arlene Francis. The script was prepared by writer Toni Bryan.

The second, "Costume Through the Artist's Eye," takes visitors through other areas of the Museum, including galleries of European paintings, Greek vases and Chinese porcelains, and is given by Mrs. Margaret V. Hart, Museum Lecturer.

The recorded tours, which can be started and stopped at will, would last about 45 minutes if run uninterrupted. They are available at the entrance to the exhibition. (Rental fee, 50 cents.)