

# BARNARD



# BULLETIN

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BY SUBSCRIPTION

## Ford Cuts Education Funds

By ELLEN SHULMAN

The Ford Foundation's shift in policy and appropriations is just beginning to put an economic squeeze on individual college students. The recent announcement of the annual Woodrow Wilson fellowships and National Merit scholarships indicates that students can no longer hope for any large-scale support from these two major programs. From now on, the Wilson graduate fellowships will amount to nothing more than a pat on the head and a word of encouragement, without any financial award, and the National Merit undergraduate scholarships will contain smaller sums given for one year instead of four.

There is a direct connection between these two announcements and the revolutions of the past year and a half in the Ford Foundation; Ford was the major supporter of both scholarship funds. The sudden withdrawal of Foundation money was the only explanation given for the cut-back in both the Wilson and Merit awards.

### New Ford Image

The changes in the Ford Foundation are part of a thorough revamping of the charity organizations personnel, aims, and styles. In 1966, McGeorge Bundy took over as Ford Foundation president, and simultaneously most of the old guard of upper echelon officials retired, to be replaced by younger, more "organizational" men. This fall the Foundation moved into headquarters in its newly-built glass-and-steel wonder on East 42nd Street at First Avenue. The glass-fronted, plush-carpeted offices overlook an indoor garden, with leafy paths and daffodils, azaleas, and water lilies blooming year round in a hot-house mist, while the trucks and buses rumble by on the other side of the glass.

Along with its glossy new building and "executive" image, the Foundation is changing its charitable tactics. Previously, the organization had given away \$1½ million each year in excess of its yearly capital earnings; henceforth, they will cut spending to \$200 million a year, instead of their previous \$325 million. This represents the new decision of the Foundation not to "spend itself out of existence."

National Merit and the Woodrow Wilson Foundation were by no means the only institutions of higher education to feel the pinch. The enormous "challenge grant" program, which provided money for general operational expenses to individual colleges and universities, was also discontinued in 1966. Barnard, however, was still able to benefit from the program, due to a strange circumstance. For five years Barnard had applied for a challenge grant, which the Foundation had persistently refused on the grounds that Barnard is not an independent institution, despite Barnard's repeated insistence that the college receives no financial support from Columbia. It was not until 1966, when Ford officials examined the financial structure of Columbia University (which they had granted a princely \$25 million) that they realized the truth; Sister Barnard



Newweek — Tony Rollo

### Ford Foundation's Horticultural Headquarters

receives no share of Rich Uncle Columbia's wealth.

The error was set right in 1967 (a year after the termination of the challenge grant program) by the belated grant of \$2½ million. Barnard must match \$7.5 million in private donations by May 30, 1969.

The Ford Foundation has attempted to justify its cut-back in several ways. First, as President Bundy explained in his yearly address, the organization's policy has never been to take over the permanent support of an institution; the Foundation undertakes any program on the explicit intention of demonstrating an experimental innovation and then moving on to experiments in a different field. If Ford became the permanent supporter of any institution, it would be just another part of the status quo and no longer a force for change and progress.

Second, the Foundation argues that it has not actually deserted the field of higher education. Having ceased its individual grants to students and to colleges, Ford has rechanneled a portion of its funds into new educational efforts. For example, a \$42 million program will revolutionize graduate study and speed up the master's and doctor's degrees, which will benefit at least as many graduate students as the Wilson fellowships used to, albeit in a less personal way.

However, the total amount of money earmarked for universities and colleges is lower, and the new emphasis is on improvement of "urban minorities." In addition, the Ford Foundation is still supporting its grants to the arts, to educational television, and to many international development programs.

The Ford Foundation insists that the only realistic solutions will come from changes within the educational system, and not by massive subsidies from a single private charity. McGeorge Bundy suggested in his 1967 report that the three remedies for educational finances are higher tuition, more Federal support, and the wide-scale investment of college funds in stocks and bonds to bring huge capitalist returns directly to the universities.

## Barnard Organizes Peace Committee

*Would the women of Barnard College forget the war so easily if they were men? This question is asked by a new Barnard organization.*

On Thursday evening March 21, at 8 p.m., the Committee for Permanent Peace of Barnard College will hold its first meeting in Barnard Hall.

This group headed by Olive Makris '70, and sponsored by Professor Kaplan of the Barnard French Department, will actively advocate peace through the distribution of suitable literature.

Its first specific campaign will be the support of a peace candidate for the presidency. Through affiliation with General McCarthy headquarters, the Peace Committee will begin a chapter of the McCarthy for President group at Barnard.

Miss Makris emphasizes that this group is a political one. She said that the group's overall objective, that of demonstrating through intelligent literature the superiority of peace over war and the complete inequality of the Vietnamese war as it is being fought by the United States Government, is the vital one. She said that if another peace candidate should declare himself, the Committee's members could then divide between the available candidates or choose to support the second over the first.

"The important thing is making people more aware of the

fact that, first, there is a war going on, and that, secondly, it is a war that no one has been able intelligently to justify — that's what the Peace Committee is really about. If there was no one running for the presidency who seriously advocated a cessation of the Vietnamese war, we'd still found this group. I'm very glad that Senator McCarthy has declared his candidacy because his drive for the presidency gives the group the opportunity to learn about the political machinery of this country while working toward an end much more idealistic than any element of usual political philosophy."

After the group's organizational meeting on Thursday evening, they will become affiliated with groups (possibly the Fellowship of Reconciliation) from which they can obtain literature of various types which they will then make available to the Barnard student body and faculty.

Their campaign for McCarthy will be begun simultaneously through affiliation with a larger group supporting the Senator. Active participation in the forthcoming primaries is a possibility that must be considered by the group as a whole," Miss Makris said. Their local drive involving telephone canvassing, etc., through the direction of the McCarthy headquarters on 59th Street will begin immediately. (See LETTERS TO THE EDITOR)

## Inauguration Set For End Of April



At the present date, six hundred replies have been received for the Inauguration Ceremony of President Martha Peterson scheduled for Monday, April 29 in Riverside Church. An audience of 1,500 to 1,800 is expected for the program which will begin at 2:30 p.m. with Carillon Music by Riverside Carillonneur James R. Lawson. Invitations for the Academic Processional include 350 presidents of U.S. Colleges, 550 members of learned societies, 80 members of the Columbia University Council, 25 Barnard Trustees, and the old and new student council of Columbia University.

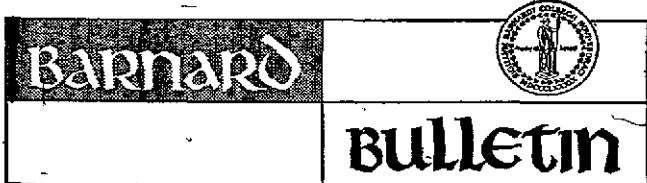
Following an invocation by John D. Cannon, Chaplain of Columbia University, greetings will be extended by Presidents Grayson Kirk of Columbia and Fred Harvey Harrington of the University of Wisconsin. Miss Peterson will address the audience with her inaugural speech after her official installation by Wallace Jones, Chairman of the Barnard College Board of Trustees. A reception in the Barnard gym will follow the program.

Because of the Inauguration, Barnard students can expect a cancellation of morning and afternoon classes as part of an all school holiday on April 29. Students may apply for a limited number of tickets which will be released on April 15 through the College Activities Office.

### THE HOUSE THAT FORD BUILT

The Ford Foundation began in 1936 as a local Michigan charity, personally supported and controlled by the Ford family. In 1950, Henry and Edsel Ford bequeathed to the Foundation an enormous bloc of nonvoting stock in the Ford Motor Co.; the organization then became an international charity and moved its offices from Detroit to New York.

The Foundation is now an independent private institution; although several members of the Ford family sit on the Board of Trustees, the family no longer directs the policy or operations of the charity.



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## Productive Protest

After a relatively tranquil winter, a burst of political activity swept over Barnard Campus last week bringing a whirlwind of petitions. There was a petition to back the Moratorium, to support draft resisters, to reform New York State abortion laws, to revise Barnard's housing policy, to break Columbia's ties with the Institute for Defense Analysis, and even to reduce the dry goods space in the Columbia University Bookstore.

It is exciting to see that the interest of Barnard students extends beyond the studyroom, but students forget that neither petitions nor demonstrations are in themselves a means to initiate change. They are a popular but often unproductive way to support a cause.

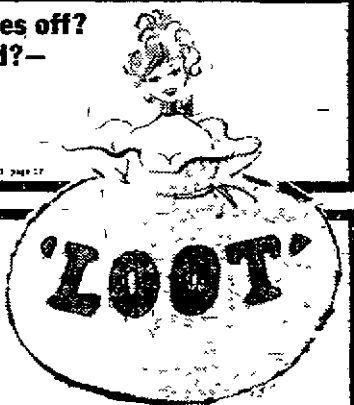
Ironically, students seem to prefer the least efficient methods to voice their opinions even when productive channels of action are available. Last Thursday, Linda LeClair's supporters angrily picketed and petitioned outside Wollman Library to protest unfair housing regulations. Meanwhile, the Student Housing Committee was holding an open meeting to gather suggestions for Barnard housing reform, the meeting was sparsely attended and the announcement of the meeting on Jake went unheeded by the angry protestors outside. The protesting students last week apparently are under the misconception that there is no official body that is sympathetic to their cause. Barnard does not dogmatically oppose housing reform, and in the past several years housing regulations have been liberalized through the direct efforts of the Student Housing Committee. This week, the Student Housing Committee plans another open meeting to discuss revisions in housing regulations. We hope that all those who are interested in fairer housing at Barnard will take time out from their picketing to attend.

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nightmare."

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## LETTERS TO THE EDITORS

### Registrar

In Frances Hoenigswald's article on student evaluation of the four course system I assume the statement that "A majority of students took five courses both this fall and last spring" derives from the answers received in the Curriculum Committee poll. The contrary is true for the student body as a whole, with the majority taking four courses each term. I assume, also that the statement that "more students took courses at Columbia under the four-course system than the five" is similarly derived from the poll. The figures in the Registrar's Office do not substantiate this claim. The increase in cross-registration reflects not only the increase in the student body, but increases in cross-listing and joint planning of courses by Barnard and Columbia departments.

(MRS.) HELEN LAW  
Registrar

### Faculty Committee

I would appreciate very much the opportunity to comment in your columns on the article entitled "Faculty Committees: An Evaluation" written by Kaye Dryden and published in the March 13th issue. My reason for writing is to correct statements which appear to reflect misunderstanding of faculty practices, procedures and well-publicized rules.

The article states in part that "The three top committees are not made up of a cross-section of faculty members and that the majority of teachers are denied an opportunity to participate in vital decisions that concern the whole college." . . . The three "top" committees cited in the article were the President's Advisory Committee, the Committee on Instruction and the "Academic Affairs Committee." There is no committee bearing the latter designation but I assume that the writer meant the Committee on Programs and Academic Standing.

With respect to the assertion that "the majority of teachers are denied an opportunity to participate in vital decision. . .", I would like to point out that the faculty in their regular meetings have the final voice in matters of curriculum and every member of the faculty participates on the same footing—each has one vote. To provide for continual supervision of the curriculum and its application to the students in the College, the faculty has created two executive committees, respectively the Committee on Instruction, and the Committee on Programs and Academic Standing. Membership on both these committees is open to every member of the faculty and regulations exist that prevent more than two consecutive terms for any given faculty member. Other regulations make sure that the various divisions (humanities, natural science and social science) in the faculty are represented. The combined membership of these committees includes at present all ranks of the teaching staff except assistants and associates. It therefore seems clear that both by rank and division a good cross-section of the teaching staff is participating.

Service on the President's Advisory Committee is limited to full professors by reason of its functions but each professor is

elected by faculty-wide vote and the restrictions set by the faculty on continuous service and representation by academic area are even more stringent than for the other committees. In the light of all these facts it hardly seems accurate to state that "The majority of the teachers are denied an opportunity to participate in vital decisions that affect the whole college. . ."

The awarding of "tenure to faculty members and the all important, allocation of scarce finances" is also alleged to be a virtual monopoly of a few administrative and faculty members. In this connection it may be noted that tenure per se is not decided by any committee but by a set of rules that are explicitly set forth on page seven of the Faculty Handbook. The allocation of funds is the prerogative of the Board of Trustees on the recommendation of the President of the College.

HENRY A. BOORSE  
Dean of the Faculty

### Vietnam Plea

The war in Vietnam has come to Barnard College. We are embarrassed. Many students have not yet formed a position for or against the draft; and there are even others who are not certain if the war itself is wrong, or if it is, what to do about it. But now the war has entered our classrooms, and serious men make us want to act.

Even those who feel that the Vietnam war is "necessary to contain Communism" should be aware that this war is not only destroying the country of Vietnam, but that it is also a war against America. Every evening, television screens exhibit mutilated refugees, faces of anguish, shattered villages and cities, blood and agony — for a few moments. Then the happy, silly ads for cigars, big new cars, pep tonic, comfort. The very fact that such commercials are tolerated warns us of the death of the American soul. This bad taste shows the market value of hardness of heart, the atrophy of conscience which the Vietnam war has brought to America. Our poor people have been voted out of our democracy in order to transplant one in Vietnam; the country is accepting poverty and misery for the sake of a balanced budget. Whatever one's political point of view, the moral burden of Vietnam must be accepted. If we take democracy seriously, we see that some of us are guilty, but all are responsible. If we do not accept our responsibility, it may be that we are not fully human.

It is above all, compassion which must not be allowed to die in this war, and Barnard College has much to contribute. We may be too young to stop the war, but we are going to live a long time. A great part of our education seeks to sensitize our experience of the world, its significance, its beauty. Just as we want to rouse the poetry which sleeps in our heart waiting for expression, compassion lies timid but restless. The war in Vietnam cries for our compassion; we are observing how political judgment without compassion becomes a sickness which chokes the human valve to death. Our silence on Vietnam is a crime which neutralizes any respect and hope for man which underlie our studies.

Barnard could form a committee devoted to a compassionate view of the war in Vietnam. Its immediate purpose might be to make available information from people who value peacefulness and love more than power and pride, those who look upon the Vietnam war as a human problem not just a political or economic one. Generally its program could be dedicated to application of moral sensitivity as an authentic political principle. We are perhaps too young to stop the war in Vietnam, but we may try to live longer than war itself.

EDWARD K. KAPLAN  
Instructor in French

### Peace Committee

The Moratorium Coalition of Columbia University and the results of the New Hampshire primary both demonstrate explicitly the effectiveness of organized initiative.

The women of Barnard College should consider the model of these two events. The chance determinant of sex must not be the rationale of mass political apathy. Any one who is pressed by the urgency of the Vietnamese war's growing horror must demonstrate that attitude or admit affirmative complacency.

Professor Kaplan has stated in his letter the basic formation of a group to be called the Committee for Permanent Peace of Barnard College. The aim of this group will be, basically, to inform this college of the atrocious reality of war through the distribution and sale of highly qualified literature. The first main project of the Committee will be the active support of a peace candidate for the presidency. Only through relevant support of existing political machinery can meaningful change be caused.

Because Senator Eugene McCarthy is the only declared candidate who advocates ending the Vietnamese war, the Peace Committee will begin an active McCarthy For President chapter at Barnard College. If another peace candidate should declare himself, those within the group who might choose to support this second candidate could then form a group supporting him, all within the general scope of the Committee which is the advocacy of universal peace.

The first meeting of the Committee for Permanent Peace of Barnard College will be on Thursday, March 21, at 8 p.m., in Barnard Hall.

I ask each Barnard student to seriously consider the proposals available to her: either to conveniently forget about this Committee, to conveniently forget about the fact that this nation is at war, or to come to the meeting of this new group. If you decide to forget, to believe that you do not have the time to become involved in something which is not primarily social or academic or directly affiliated with Columbia University, realize that you have made a choice. Then when you turn in horror from a newsreel showing burning flesh, know that you assented to the war that caused it by not saying, "It is wrong" in the simple way of coming to a meeting that may take twenty minutes of a twenty-four hour day.

OLIVE MAKHIS, '70  
S.M. 165  
RI 9-3500, Ext. 306

# Columbia Forum Offers Films And Lectures

By TOBEY MALICKSON

Bertolt Brecht was the subject of the Columbia Forum's fifteenth program of the 1967-1968 academic year last Monday evening, and the speaker of the evening was Dr. Frederic Ewen, formerly Professor of Comparative Literature at Brooklyn College, and author of the definitive Bertolt Brecht, His Life, His Art and His Times, which was published only last Fall. Dr. Ewen was assisted by the distinguished actor, John Randolph, who read from Brecht's works. The audience as usual filled the Harkness Theatre to near capacity.

Not only the size of the audience, but the character of the evening's topic and the prestige of the speakers, was characteristic of the Forum's ventures thus far. In fact, its Langston Hughes Memorial last December, at which the guests included Viveca Lindfors, the noted actress, and Jonathan Kezot, author of Death At An Early Age — expose of the slum schools in the Negro ghetto of Roxbury, Mass., which has since gone on to win the National Book Award — that meeting filled Wolfman Auditorium (which is twice the size of the Harkness Theatre), and won for itself a full page in the New Yorker's "Talk of the Town."

What is the secret behind the remarkable success of this student-sponsored organization, which began operating only last October? Part of it, no doubt, is the intense devotion shown by the Forum's founders, Bruce Kanze (Columbia 1959) and Michael Merrill (Columbia 1970). More likely, it is the uncanny knack these two, and the students from both Columbia and Barnard who have since formed the active nucleus of the Forum's Executive (and Working) Committee, in their selection of topics and speakers as in some way relevant to the Campus.

Their very first program on "Harlem's Children," featured the film "The Quiet One," and as the speaker of the evening Prof. Doxey A. Wilkerson of the Yeshiva University Graduate School of Education. Three hundred students turned out for that program, more than half of whom stood through the pro-

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Preston Wilcox at the March 4 Forum on I.S. 201.

gram, since the Forum had anticipated one hundred students at best for their opening event. Among the rest of the topics for their first semester were "The Crisis in Vietnam" and "The War on Poverty."

A high point of this semester's events was an open discussion on the problems of community control of the schools, centering on the furor at LS 201 in Harlem.

Once again, one-third of the audience lined the walls of Harkness, because all the seats had been occupied by 8 o'clock.

What's still ahead for the rest of the Spring semester, after the Easter Recess? Well, the Forum Committee isn't exactly telling, but word has it that it will feature a three-session series on "Sex and the College Student," "Drugs and the College Student," and "Politics and the College Student" (For more details, see our April 10 issue.) Oh yes, and one or two more films in the new "Films to Think By" series of controversial films followed by controversial discussion.

As a lighter touch, a film program, scheduled for Monday, Mar 25, will screen a program of eight short films (cartoons and documentaries, among others) from Canada, France and Czechoslovakia, as well as the United States. Once again, the films are free, and shown twice each evening without discussion.

Editor's Note: The present mailing address of the Forum is 202 Hamilton Hall; telephone 685-0812.

# Realistic Morality For Modern Girls

By STEPHANIE D. LAPHAM (MRS. MARK LAPHAM)

The housing laws and the dormitory system are based on an unreal concept of students' lives. The college years are no rosy twilight of childhood innocence. Most Barnard girls face responsibilities and emotional conflicts as complex as their mothers' or professors'. We have already been exposed, whether in college or in our high school years and family life, to the perpetual human problems of managing money, work, and human relations, houses, food, and emotional breakdown. With our male friends in Viet Nam or draft-eligible, we know something also of death. Our lives generally contain a full load and a wide range of quite "adult" problems.

Dormitory regulations endeavor to simplify students' practical lives (leaving leisure to study) and to protect them from certain emotional problems. The dorm cooks for you, limits your housekeeping, bounces unwelcome visitors, in general, lightens your responsibilities. The dorm also takes away certain rights. Dorm rules and routines inevitably fragment and distort one's life pattern, especially one's emotional relationships. Rules dictate when and what you eat, when you can receive visitors, when you can take trips, when you can go outside.

Many women students may well consider these ungracious limitations an unrealistic, unhelpful ground-pattern for balancing the many activities of their individual lives and growth. They may wish to undertake a fuller load of responsibilities than a dormitory offers, in order to secure a more realistic context for their present lives and a better preparation for their lives after college.

Of these students who wish to attain greater emotional maturity sooner, some take live-in jobs, some live with relatives, some marry (as I did). Many factors, however, may make these "legal" alternatives likewise unwieldy for most girls. Linda LeClaire's solution is not unique. She deserves sympathy, not humiliation, from any woman, whatever her age, marital status, or profession, who has been struggling to create a reasonable life amidst an interfering, ill-adapted set of social conventions, laws, and definitions.

As for sexual morality, I propose that you will find a more realistic view of the value, place, and ethics of sex among people who have lived and kept house together than among those whose only contact with each other has been afternoon tea or College Weekends. The myth of the glamour, and raciness of "living in sin" will die most quickly for two people having to sustain their common life on all practical and emotional levels.

Two things which the college asserts through the nature of the dorm system are true. First, students may not be equipped to handle the many problems they face when they live in "the real world." Secondly, many of one's "individual" moral decisions affect larger segments of society. The dorm system, however, is no longer a realistic way of coping with these issues. It does not in general promote maturity. It drives problems underground by making certain behavior illegal. It estranges students from the more experienced women who might guide them, by placing the latter in a merely punitive role, and the students in an infantile role which contrasts absurdly with their adult problems.

In their punitive role, college officials cannot gain any accurate concept of the realities of the students' lives. By this professional ignorance and by the

definition of their roles, they cannot be trusted and helpful in steering the student away from crises or rescuing her. This position forces the student to rely on her own and her contemporaries' judgment and knowledge, which are not inconsiderable. However, sometimes it is insufficient the "girl" experiences personal distastes, and inflicts harm on society.

Officials come into the case only after the fact. They could do better for both students' and society's real well-being if they became counselors rather than disciplinarians. With most absolute rules jettisoned, they would have more time to listen to students and offer unhypocritical advice based on their own wider experience.

Barnard is more reasonable than many colleges, but in this decade it is more than time to stop exacting from women such a high, arbitrary price for their academic educations. Abolish the absolute distinctions between "young people" and grown-ups, students and faculty/administration, marriage and "living in sin." College education is only a component of a full, integrated life, and should not cripple the student.

I ask BULLETIN to be vociferous in support of Linda. I especially urge other married students not to be lazily or hypocritically superior but to add their voices.

# Senior Scholars Must Study All Alone

By CYNTHIA LOGAN

The outstanding feature of Barnard's fledgling Senior Scholar program is its sheer inaccessibility. Few people have even heard of it. Launched in the spring of '67 under the aegis of the Committee on Instruction, this program of independent study is designed for students with a special project in mind, a particular axe to grind. In return for a year's exemption from the ordinary demands of classwork, the student goes ahead on her own and produces what might loosely be termed a thesis.

The program's requirements are not stringent. Any student seeking entrance should have completed both her general and major requirements, as well as being in respectable academic standing. More important however she should have a good idea to sell and the backing of her particular department, most essential is the presence of an academic advisor willing to serve as part time guru, critic, confidante, civil servant and sometimes rescue squad and literary agent. Ideally this advisor will both help the student to map out her project ahead of time, and also provide a source of advice and encouragement as the year wears on.

As the lone Senior Scholar of 1968, I elected to spend the time writing poetry — something I wouldn't urge on anyone else. What it amounted to was two semesters of exile, a period of solitary confinement which was splendid for my writing, but rather lonely and enervating. This fulltime experiment in the arts requires more self-discipline and plain guts than is necessary, say for an academic thesis. On the one hand, it is a furlough for anyone interested in the arts, on the other hand, it could be called AWOL from academia forcing upon one the freedom and the dislocation of an "early" graduation. I strongly recommend a project with an academic bias for just these reasons, and because the comforts of library bibliography, and footnote cannot be denied in this case.

Nor can one deny the essential solitude of independent study, the potential loss of structure. This loneliness, however, can be diminished through an increase in numbers. One of the program's aims is just this: a sense of community among the participating students.

The Senior Scholar program is by no means a plot on the part of the aesthetes for world conquest, even in this age of McCarthyism, the fourth floor of Barnard Hall is still tranquil. I see no reason why the scientists shouldn't join in the conspiracy to build a classroom outside of the classroom. Independent work is as important in the laboratory as it is in the library, if not more. I believe the program would function ideally if participation were divided equally between the humanists and the scientists, and it would probably establish a greater understanding between the two.

Besides, all of us would like to be left alone once in awhile to pursue our own bent. The Senior Scholar program is finally here for those of us who want to do something about it. And a good scholar, not unlike a good crook, can't be kept down.

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## "Four Seasons" Wastes Time



Paul Roebing and Barbara Hayes in "The Four Seasons."

By CHRIS IJIMA

Arnold Wesker's play, **THE FOUR SEASONS**, contains elements which might comprise an interesting play. The idea that each season has within it particular evocative qualities, while not startlingly original, is a potentially theatrical one. An attempt was also made to integrate music into the drama. Well then, what went wrong? A lot.

The play begins interestingly enough. A couple moves into a deserted house on a snowy night. The woman is cold and silent, the man, fresh and talkative — very talkative. From him we learn about his relationship to his wife, how he is afraid to love because he is afraid of pain, how he still goes on. All the while she remains unresponsive.

Spring comes (this was done by light reflected off hanging strips of tin foil — silver for winter, green for spring and so on). She starts talking. We learn from her that he is going to heal her, presumably from the bad effects of her marriage. There is house painting, singing lessons, a discussion of their different personalities, and a bareback (her bare back) love scene.

Summer opens the second act. It is a steamy and carefree summer because they are steamy and carefree and (you guessed it) in love. But that love will be shortlived for the shadow of autumn looms ominously in the future and the inevitable hap-

pens. She is possessive, he is wild and free and, incidentally, hates women who are possessive. Enter another "winter."

As I said before, not startlingly original but there are seeds of drama nestled in the play. Mr. Wesker is trying to tell us something about love today. Men and women today, according to Mr. Wesker, just can't get along. Love is symbiotic. Adam, the man, at the end of the second act has a soliloquy to a Guy Fawkes scarecrow (a Guy Fawkes scarecrow?) the gist of which is that if only the scarecrow could love him back the two could get a thing going.

Adam obviously is in a bind. He and the scarecrow can't hit it off because it can't love back; He and Beatrice, the woman, don't hit it off because she loves him back the wrong way. Maybe he should go home to mother.

Anyway, the point is clear, but Mr. Wesker does everything to obscure his point. The play seems allegorical in nature; deserted houses, seasons, thematic leitmotifs (birds, flowers, comments about the wind). Even the names of the characters, Adam, the first man; Beatrice, Dante's symbol of Love, add to that frame. However, in his attempt to give the characters some depth, Wesker constructs situations which are relevant only in terms of character development and foreign to any

symbolic reference (at least I didn't catch any). There is a very enjoyable strudel-making scene. Adam is a good strudel maker. While this episode illustrates some aspects of the differences in personality between Adam and Beatrice, the audience is left wondering, "What the hell is going on?" That is fine if all that is going on is germane to the statement of the play as a whole. It isn't. All this tends to obscure the play and confuse the audience who must sort out what is symbolic and what is not.

Finally, at times, Wesker becomes infatuated with his abilities as a poet. Ennui, not poetry, is what results. Some lines are even unintentionally comic ("He knew, I knew, he knew that I knew"; "My voice may not sing but my love does").

The play does have some good moments. The strudel scene is light and enjoyable, the opening of the second act is at once both wistful and passionate. Wesker is enough of a craftsman to know how to keep his situations fluid except when he falters at the end.

Paul Roebing (Adam) gives a competent performance. While one wishes he could penetrate more deeply into the tortured depths of Adam, his brightness carries him through. Barbara Hayes (Beatrice) works during the day on the soap serial, "The Edge Of Night." I don't know how much this has affected her acting style, but I found her unconvincing, as if she were playing only the surface. Perhaps Director Arthur Seidelman could have helped by bringing her out more in rehearsals. Seidelman, for the most part, keeps things moving with effective blocking but I found his pacing a bit fast in the summer and spring episodes and too slow during the winter-fall scenes.

Anyway, if you think there is a need for a new, unself-centered approach to love, as Mr. Wesker seems to imply in **THE FOUR SEASONS**, see the play. You may like it.

## Quiet Little Table

By BETSY TRACY

**QUIET LITTLE TABLE IN THE CORNER** is an unusual restaurant. Indeed, every table is in a corner — if you think silver beads sectioning off the tables provides the same intimacy and tranquility of a corner. The lights, dimmed to a point of near darkness, could add to a cozy atmosphere, but quiet it is not. I found the noise level of the clientele and the piano, with singer, distracting.

This is a cocktail lounge, not a restaurant, and as such it seems to cater to the businessman in his after hours. The atmosphere offers an opportunity for more than the usual show of intimacy — an opportunity which is frequently taken advantage of. I must admit that I would have my suspicions about a date that I didn't know well who took me there.

As far as food is concerned, the menu is limited, but for a cocktail lounge it is more than generous. I ordered filet mignon and butterfly shrimp, which were cooked at the table on a hibachi. Included with the filet mignon and shrimp were various sauces, and a salad of artichoke hearts. For dessert I had a chocolate fondue, which was excellent. The sauce was prepared from melted chocolate, mixed with Cointreau, and served with a dish of fresh fruit.

Although the food was quite good, there were some difficulties with service. The coffee came long before the dessert was brought; this seemed to be related to a general lack of organization. And the lighting was so dim that every forkful was a surprise.

From what I could observe, the clientele seemed to be well satisfied with the restaurant. As an after-theatre place to have drinks and a snack, it is beyond the means of most students. It seems designed for the entertainment needs of a businessman, perhaps with an expense account. From that standpoint, Quiet Little Table In a Corner is a novel and accommodating spot.

## In Defense Of "Wally"

By SUSAN GOULD

"La Wally"? I read in the Times that it was awful! I don't want to go!"

How often such a sentiment is expressed in New York, now that the reader is no longer able to compare the opinions of several critics! There is, in the local music world, but one Great Judge, whose "last word" is always the first to appear the morning after the performance. Many people are willing — some seem eager — to accept his appraisals without question, apparently unaware that these represent only one man's viewpoint.

As one of the few people fortunate enough to become very familiar with Alfredo Catalani's opera **LA WALLY**, before it was presented in concert form by the American Opera Society on March 6 and 13, I felt personally affronted — or affronted on behalf of the work, the composer, and the artists — by the New York Times' review printed on March 7. Apparently, the Critic was hearing "La Wally" for the first time, yet he felt qualified to state opinions, uninformed comparisons, and snide remarks as fact. Perhaps, if he had been given the opportunity, as I was, of attending rehearsals, he might have discovered the charm and touching beauty of the score.

"La Wally," given for the first time at La Scala on January 20, 1892, is overflowing with lush orchestration, in some places achieving the style not reached by Puccini until "Turandot" in 1924. The success of the imagery of the preludes to the third and fourth acts can only be compared to the intermezzo in Puccini's "Manon Lescaut," which was not premiered until February 1, 1893. At one point, Catalani uses the same chords, and in the same way, as those that end "La Boheme," which did not reach the stages of Italy's opera houses until February 1, 1896. Yet the Critic accuses Catalani of borrowing from all of his contemporaries. Unless the composer used a crystal ball, I fail to

see how that is possible.

Why did I respond so favorably to "La Wally"? At the very opening of the opera, there is a delightful tour de force for coloratura, charmingly sung by Spanish soprano Isabel Penagos, who was making her New York debut as the little minstrel-boy Walter. Then, even in the limited compass of the smaller roles, the music creates definite characterizations. The gruff Stromminger, Wally's father, was sung in a rich bass-baritone by Andrej Saciuk, also making his New York debut. The tiny role of Afra, sung very well by Deborah Kieffer, is expressed in music that gives dimension to her character.

As in most operas, the tenor role is a more-or-less one-sided personality, although this does express his emotions. The music for the hero of "La Wally," if not the most dramatic, is certainly beautiful, and Carlo Bergonzi was perfect for it, singing with what is one of the most gorgeous tenor voices in the world.

The title role of Wally consists of three big arias, one of which, "Ebben, ne andro lontana," is definitely among the most beautiful pieces of music ever written. Wally has several dramatic moments and a great deal of music so tender, so touching, that I can only compare it to Puccini's "Suor Angelica," which is almost too moving. Renata Tebaldi handled all of these musical aspects with enormous feeling and artistry. As she does with all her roles, she became Wally for these two performances. She was the only member of the cast who had sung her role before on stage, and her knowledge of it and fondness for "La Wally," one reason for the success of her portrayal, showed in her absorption in the entire score.

It may be argued that my extremely positive response to "La Wally" is just as one-sided as the negative response of The Critic. That is perhaps true, but at least another side has been presented.

## "The Lesson" Makes Its Point

By BARBARA HULSART

Eugene Ionesco's **THE LESSON**, presented by the Columbia Players last week, offers us a view of the absurdity of life through an intricate series of contradictions. In this play, Ionesco welds the clichés of bourgeois language to portray man's alienation from other men and its monstrous consequences. The characters are abstractions pitted against each other and an overpowering world.

As the play opens, the maid is lovingly cleaning an invisible object. The doorbell rings, and she admits a girl to the fragile, purple frame that serves as the professor's study. Then, the professor enters to greet his new pupil, who is eager to earn a "total doctorate" in three weeks. The maid retreats and the lesson commences.

They begin with addition, and the pupil is showered with praise by the professor as she manages to add single-digit numbers. She is less successful with subtractions and the professor's obsequious manner disappears. He becomes more and more passionate and domineering as the pupil founders with the minus sign.

The professor turns to philology and begins an absurd lecture on the neo-Spanish languages, his excitement growing with the intensity of his rhetoric and the waning of his pupil's interest. She develops a toothache and begs to be dismissed, but the transformed professor ignores her. He paces fitfully in the cramped study, ripping off his clothes, lashing himself with his belt, and beating a table with his shoe.

The professor takes a knife from a drawer

and tries to force her to recite the word for knife in all the "neo-Spanish" languages. The murder and rape which follow release the professor and the action of the play from an absurd super-tension. After the murder the professor resumes his Victorian manner and dress. Obeying the maid, who is suddenly aggressive after the "calamity," he puts on a Nazi arm-band and helps to bury the girl, the fortieth pupil and victim of the day. As the curtain closes, the maid is cleaning the invisible knife again, and the doorbell announcing the forty-first arrival rings off-stage.

Fred Torp, the professor, fails to maintain his characterization of the tragi-comical old man as the tension of the play grows. He should have allowed the natural tension-and-release formula of the play to be expressed in his acting and not tried to force the tension. Pamela Lamont makes the pupil believably naive. Both actors are overshadowed by the performance of Laine Ulman as the maid.

The director John Litvack has created an exciting, although occasionally unbalanced, production; we could wish for a subtler character transformation by Mr. Torp. The set designed by Michael Harwood is especially noteworthy. It is a tight enclosure surrounded by nothing, exquisitely combining the absurd and the commonplace.

Indeed, the production as a whole illustrates that although the theatre of the absurd has become common, it need not be commonplace.

## Radio-TV Not All Glamour

By MARILYN BAIN

Louise Basch graduated from Barnard in 1966, a British civilization major. Now, two years later, she is Co-ordinator of News Information Services with NBC news. On the side, she is starting her own production company.

"Anyone can get into this business," she says, but she points out that most women must start as secretaries. She advises anyone interested in radio-TV to learn typing and shorthand. Miss Basch herself made up her mind to learn to type while she was a senior in college. She did secretarial work for five months at a local radio station before becoming the assistant to the operations manager of that station.

It is also important to know the business. Work on a college radio station helps. Miss Basch "spent day and night" at WKCR while at Barnard. Journalism school or special training in communications helps too, although Miss Basch feels that she probably learned as much by

working and observing for a year as a journalism student would in school.

Miss Basch advises that one start by working for a small company — but not too small. To work their way up in radio-TV, most women must spend years. "You have to be serious," says Miss Basch, "Otherwise go to law school." She feels that one should enjoy first jobs for what they are worth and avoid being "the chorus girl always looking at the star." At the same time, one should keep one's eyes open. Good jobs do come up but they are filled quickly as production schedules must be met on time. Thus, there is no sense in waiting and "hoping for 'Female Help Wanted' advertisements to appear. Instead, learn to type, take the secretarial job, and then be in the right place at the right time.

"Information, background, culture — sometimes it all means nothing," warns Louie Basch, "But I don't want to be pessimistic because, despite everything, I love it."

## No Excuse For Senior Scare

### Placement Office Can Find Jobs

By JACKIE TANER

"There is no excuse for a girl graduating from Barnard to be scared about her career opportunities," says the Director of Barnard's Placement Office, Jane A. Schwartz. "If a girl wants to take the time to find out about job possibilities the information is readily available at Barnard."

Mrs. Schwartz stresses that obtaining an actual position for a girl is not as important a function for the Office as helping a student "to get her directions straight" and preparing her for the kind of job she may want. "Once a girl knows what she wants to do, no matter how unusual, a job to her liking can almost always be found."

If the girl with no definite vocational plans, contacts the Placement Office, she can be counseled how best to take advantage of her time at college to explore several possible fields. "The earlier in her college career that a girl comes the more we can do for her."

Facilities designed for job hunters at Barnard include a job library, files of both general and specific information about openings in all fields, from computer programming to private school teaching. Professional school catalogues are shelved in the Office. Facts about various aptitude tests such as Civil Service exams are available.

Girls registered with the Placement Office may obtain interviews with any one of the recruiters from over 250 Companies that visit the University each year.

The Office has compiled a portfolio of sample resumes to help novice job seekers to learn the correct job hunting techniques. The folder includes letters illustrating a whole range of approaches, from one appropriate to a "beginner with a specific goal in mind" and related undergraduate experience,



Student examines literature in placement office.

to one for "a June graduate with general aims."

In addition Mrs. Schwartz points out the Barnard student's advantage of living in a large city where she may find Barnard alumnae who are successful in all kinds of areas. Alumnae are generally happy to meet with undergraduates and answer questions which students may feel are too "foolish to be put to an actual recruiter."

The popular notion that few interesting jobs are available for the girl with a liberal arts degree, especially if she has no skills such as typing or shorthand is not true in the majority of fields, says Mrs. Schwartz. However, in cases where either or both are recommended a girl may be directed to skill courses run under University auspices.

The Director notes that the line between the liberal arts

graduate seeking a job right after college and the girl who goes directly to graduate school is disappearing. Regardless of the order, many Barnard students eventually mix work and further study in some field of interest.

According to a survey of Barnard's classes of '66, 47% of the girls went directly to graduate studies, most of these in the Humanities, Education and Social Sciences. 40% were working. Their positions included teaching research work posts in all kinds of areas. Many had found jobs in publishing and journalism or had entered business and commercial life. A substantial number worked for the government and other non-profit organizations such as the United Nations or various cultural agencies. Several were employed in communications, programming, and social service areas.

## Summer Job Market Tight For '68

By MARGARET KORCHNAK

Finding a summer job this year will require Barnard girls to use more ingenuity than usual. According to Mrs. Barbara Collins, Assistant Director of Barnard's Office of Placement and Career Planning, the summer job market looks exceptionally tight for 1968. There are several reasons for this, but the most striking is the cutting

large cities, New York, Washington, Boston and San Francisco, as "the best and the worst" places to look for summer jobs. They are good because of sheer size and diversity, and bad because of the amount of competition a job-hunter must contend with. Employers are always deluged with applicants so that the Placement Office does not have any employers coming to it



Students at summer jobs at Jackson Laboratory, Maine. Funds for summer science jobs have been drastically cut.

back of Federal programs. Money that would have been put into these programs goes instead into fighting the war in Vietnam.

Jobs in social work and science appear especially hurt, but the summer internships in Washington are also affected. Congress has been unwilling to appropriate as many funds for interns' salaries since last summer when many of the interns working in the offices of Representatives and Senators signed a petition opposing the war.

The shortage of jobs is also intensified by the fact that there is now a trend toward hiring the underprivileged for jobs that college students might have held.

Approximately 70% of Barnard students held some form of summer job in 1967. Government jobs paid the best, with an average weekly salary of \$71.10. Second best were factory jobs, averaging \$70.72 a week.

Mrs. Collins characterized the

with requests for summer help. The Placement Office therefore approaches the problem by trying to make available all the resources it can to help girls look for jobs on their own. The Office has files which include information on summer opportunities in all fields, application forms for many programs, and information on preparation of resumes. Meetings that include reports by students on past experiences in summer jobs have been effective in alerting students to the wide range of opportunities.

Mrs. Collins emphasized that one of the most important factors working in favor of the job-hunter is the skills she possesses. Shortage of jobs does not necessarily mean that they can't be found. Many girls, with an idea of the kind of job they want, with skills that employers can use, and with ingenuity and persistence, have been able to find interesting and rewarding positions.

## Robey Speculates On Grad School '68

By JENNIE ROSENBAUM

The effect which Gen. Hershey's recent Selective Service directive will have on admission or re-admission to the Columbia Graduate School was made public this month by Dean of the Graduate Faculties, George K. Fraenkel. In this policy statement the Dean distinguished between two groups of students — those whose graduate studies are interrupted because they either are drafted or volunteer for military service and those who, after acceptance, are unable to begin graduate studies due to military demands.

A student in the first group who is in good standing will normally be granted a Leave of Absence after which he will be able to return to the Graduate Faculties without re-applying. Those in the second group will be granted a Certificate of Deferred Registration which will guarantee their admission after completing military service.

The question of how the composition of next year's graduate class will change as a reflection of the new draft directive is open to speculation only. The

idiosyncrasies of the individual draft boards make it impossible to ascertain how many or who will be drafted. In response to this fact, the Graduate Faculties has decided not to overadmit more than it normally does. Director of Admissions and Financial Aid of the Graduate Faculties, Richard C. Robey, commented in an interview that the admissions standards will be relatively unchanged and that women applicants can expect the same consideration that they would have received before the changed draft policy.

He also stated that 2300 applications have already been received — a figure which is 30% higher than at this date last year. Although the previous existence of 2-S' deferments for graduate study doubtless is a factor contributing to this rise, Dean Robey attributed a great part of it to the general increase in student population which is an effect of the influx of "war babies." The combination of this fact and the possible dramatic increase of students into graduate schools a few years from now (following their military service) may demand various readjustments in graduate facilities. These, as Dean Robey states,

can only be made when the time comes.

In saying that the "draft will kill us in the sciences" Dean Robey was referring to the relatively small percentage of students specializing in this area — a trend which, he stated, has been continuing for the last six to 10 years while the number concentrating in the humanities has expanded. He added that also from the point of view of teaching, the sciences will be "hit" first because in this area teaching generally begins earlier than in the humanities.

Dean Robey pointed out the decreased financial aid given the universities by the Federal government. Although National Science Foundation grants have approximately equaled those of last year, NASA grants have practically vanished; only 75 were given nationally this year whereas last year 1000 grants were awarded. Another figure, the 45% drop since last year in the number of expected graduate fellowships given by the (National Defense Education Act the government's greatest supporter of education,) dramatizes this downward movement.

# Portrait Of A Resister

By FAYE SILVERMAN

Which guys decide to become draft resisters? Are they the martyr type? Political fanatics? Long-haired guys out for kicks? After talking to several resisters I have discovered that, as I expected, resisters don't fall into stereotyped categories. Some are political activists and/or belong to a movement group such as Resistance. Others have never belonged to an organized political group, and view draft resistance as an act of conscience. Recently, I talked with a guy who has ignored orders to report for a pre-induction physical. He is a college senior who's majoring in music at an Ivy-League school (not Columbia). This year, he enrolled as only a part-time student in or-

der to spend most of his time competing in national tennis tournaments. He was, therefore, reclassified 1-A.

He has never joined a political movement since he views refusing induction as a private decision. He is just a "typical all-American guy" who believes that the war is wrong and that he, therefore, cannot serve in any capacity.

He knows that the next year or so will determine whether or not he will become one of this nation's top tennis players. He has the strength, however, to follow his conscience, even at the cost of a career which he's been building since age six.

Are his and similar sacrifices

worth it? Is going to jail politically effective? One answer to this frequently debated question was given by Terry Sullivan, a speaker at Moratorium Day (Mr. Sullivan, a staff member of Liberator magazine, was recently released from jail after serving ten months of his one-year sentence for draft-card burning). He feels that going to jail is politically meaningful since jailed resisters function as symbols to their fellow prisoners. In a nation like the United States, which sends guys half way around the world to "die for the American flag," symbols are quite important.

In addition, Mr. Sullivan feels that the horrors of being in jail have been greatly exaggerated. He readily admits that there are disadvantages, such as living with only males (like in the army), and having too much spare time to kill. He also points out, however, that the food isn't bad ("better than the dorm food" at the University of Chicago), and that being in jail gives one time to read. ("As Malcolm X said, jail's second best to going to college.")

Many activists still feel that going to jail is undesirable since "you can't organize in jail." Members of Resistance with whom I've talked, however, regard resisting (and, if necessary, serving time in jail), as the most positive action which they've ever taken.

Whether or not one agrees with decisions of resisters to go to jail, Professor Noam Chomsky's advice (also delivered on Moratorium Day) is sound. He suggests that members of the college community can establish college correspondence courses and can make sure that society will re-accept guys who are released from jail. We cannot afford to let courageous guys be punished for acting on their beliefs.

# SDS Protests Fare Increase

By ANNE HOFFMAN

On Friday, March 22, the SDS Labor Committee will sponsor a demonstration at Penn Station and inside the 34th Street subway station against the Long Island Railroad fare increase and the projected subway fare increase.

The demonstration Friday will begin at the Sundial at 3:30. From there it will proceed to 34th Street where there will be leafletting and speakers. The Pageant Players, a guerilla theater group, are scheduled to perform. The demonstration is designed to take place during the evening rush hour so that many different kinds of people will be reached and so that there will be a larger disturbance.

There is a question in many people's minds as to why a student group such as SDS is taking such an active part in the "No Fare Increase" campaign when on the surface it does not seem like a student issue. In a recent position paper, SDS ex-

plains its purposes: "Money taken for payment of interest on transit bonds will be reinvested in multinational corporations and war industries that oppress, pacify, and exploit the peoples of the neo-colonial world. Exploitations . . . from the neo-colonial countries is made possible by the exploitation of the people of this country."

The Labor Committee of SDS is trying to educate the population on the basic issues behind the subway fare increase. The government is again burdening the lower and lower middle classes who will have to pay the nickel rise in the fare instead of taxing the corporations which have profited from the subway system since its beginning.

More important is the overall issue. As the same position paper stated, the purpose is "To move from a specific issue that affects the lives of many people, to an understanding of the overall workings of the society and towards effective political action."

# Bear Pin Awards


The Bear Pins for Service have been awarded to Alice Altbach, Susan Fischer, Dale Hellegers, Pamela Hill, Helen Neuhaus, Susan (Berggren) Rothschild, Toby Sambol, Judith Sollosy, Dina Sternbach, and Mary Anne Teague. Those who received Honorable Mention are Anne Rafterman, Enid Scott, Barbara Schulman, Faye Silverman, and Marjorie Stein. The Honorary Bear Pins to the members of the Faculty were awarded to Miss Christine Royer, and Mrs. Marion Phillips. For organizations and Offices, the Honorary Bear pins were given to Andrea Smith and Linda Rosen for the Mortarboard Staff; the Physical Education Department; and the Annex Food Service Workers. Miss Peterson also received an Honorary Bear Pin.

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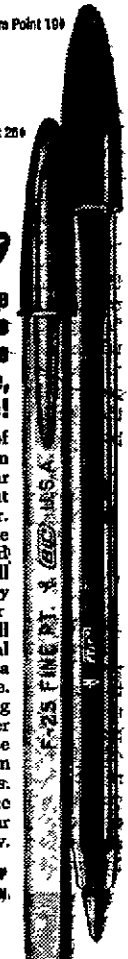
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Summer In Africa

# Students And Africans Build School In Togo

By REBECCA COOK

There is something about mixing sweat, shaking it up and sucking on sugar cane, that gave me an awareness of what it means to be African. In the summer of 1966 I went with a group of seven Americans and two Canadians to Togo on Operation Crossroads Africa. Our experience is still with us as it is still with twenty-nine other groups who went to work in other parts of Africa that same summer.

Operations Crossroads Africa, the progenitor of the Peace Corps, was initiated in 1957 by the Rev. James H. Robinson, a Negro minister from Harlem. Since its inception Crossroads, a non-profit, non-governmental organization has sent over two thousand college students to Africa.

Our particular project was building a three room school house in Agou Gar, Togo. Togo is one of Africa's smallest countries, fifty miles wide and four-hundred miles long and with a population of a million, and a half. Togo, a former U.N. Trust Territory under the French, gained its independence in 1960. Since then, it has had three coups and is presently under military rule.

Initial Reactions

My initial reactions to Africa were fear of the utterly unfamiliar and an excitement about what is happening there. I was a nineteen year old girl from a provincial New England town in the heart of black Africa. The sound of drums, the smell of open sewers, the sight of the Friday markets, the taste of yams and the feel of African sun were all very strange. My

stiffness quickly left as I began to learn how the African lives.

Dichotomies

The rate of rapid change in Africa is exciting. One is acutely aware of the dichotomies that exist in all aspects of African life. For example: we drank coco cola one day and the next day we drank palm wine. In Catholic services, men sat in one aisle while each of their three wives sat apart in another aisle. We spoke French with the men but couldn't converse with the women, as they only spoke their dialect, Ewe. The radio blasted out, "I Want to Hold Your Hand" and reported news about the Nigerian civil war. Some people were chewing on wood to clean their teeth while others ten miles away in the capital were buying tooth paste in big department stores. Contrasts such as these were apparent everywhere. Somehow amidst these various forces the African has to find his way. Modernization is a necessity for today's Africa but how is the African going to retain his own tradition, heritage and culture while modernizing his country? The dilemma of modern Africa can only be solved by the African. He has to find his own way.

The School House

We didn't go to Agou Gar Togo to show the Togoese the way to build a school because we ourselves didn't know. Instead, they showed us how to build the school. The school house was small, three rooms, no windows, no electricity, no bathrooms, but it was a school house and the only one the village of Agou-Gar had for approximately six hundred students. To us it was magnificent.

For that summer it was our means of communicating, our *raison d'être* and our purpose for being in Agou Gar.

Building the school house was hard work. We were "au chan tier" from seven in the morning until the rain fell in the late afternoon. We had no modern machines and no electricity to mix the cement, to make the wood boards, to make the bricks, and to break the stones. Everyone helped. The women carried the water, the cement and the dirt. The children collected the stones. The men made the bricks and in general directed the work. The tediousness of the work was broken by amazing times such as Nel, the Crossroader from Chicago, losing a tooth while sucking on sugar cane, learning how to carry a baby on one's back, babies crying at the sight of white skin, conversations about polygamy and learning how to say "Comment ca va" in Ewe were other such times.

Understanding

We worked hard on the school and out of this hard work grew a common respect and a common understanding. We learned a great deal about each other and about ourselves. The Togoese had erroneous beliefs about the American Negro. They were petrified even at the thought of coming to the United States. The very make-up of our group, being two Negroes and seven Caucasians living comfortably together, helped modify these visions. The more I was with these people the more I respected them and learned from them. They are dignified and resilient people. The women came every day with their youngest child



"Out of hard work grew a common understanding."

... tied to their back and with a bucket of water gracefully balanced on their head. No matter how hard we tried we couldn't balance a bucket on our head like the ladies could. It is only the African who knows how to balance their life.

Much Learned

The invaluable experience of Crossroads is different for everyone. I didn't go to Africa with a great mission in mind, with the idea of teaching them. I had a great deal more to learn from them than I could teach them. I could teach them the English but they needed to know practical knowledge about how to cultivate a field. My primary motivation for going was

selfish. I wanted to see Africa and have a chance to experiment with my high school French. It was an adventure from which I greatly benefited. My secondary motivation was the Crossroads idea. Crossroads does not send three hundred students every summer to build schools, in fact many of the projects are never finished. Crossroads is a failure if it only builds schools. It has to build a great deal more. What is far more valuable to me is the relationships I made with our Togolese counterparts. These relationships gave me an understanding and an awareness about what is happening in Africa and what it means to be African.

Summer Abroad

## The Compleat Traveler

By BERIL LAPSON

The book's blurb tells us that WHERE THE FUN IS is a guidebook filled with "in" information about travel for student tourists. The "in" information refers to the vast collection of trivia which often bewilder and frighten the inexperienced traveler: electric current in each

WHERE THE FUN IS: Pan Am's Young Traveler's Guide. Researched and written by students. Compiled, edited and published by Simon and Schuster, New York, 1968.

country, local customs and regulations to help you go native.

"Where The Fun Is" is useful because it was written by Americans, mostly students, who are currently living in each of the twenty-five European and Caribbean countries. To the student who has lived abroad in any of these places for any length of time, this material may be common knowledge, but it is a real blessing for the inexperienced.

The book lists attractions in each country under the categories of "Don't Miss" and "Where The Fun Is." The former contains such old stand-bys as the Rijksmuseum and the Roman Forum, as well as some more obscure spots, like the Danish Resistance Museum in Copenhag-

en. The "fun" places include a student bowling alley in Vienna, the Tivoli in Copenhagen, and various "unnamed and heretofore undiscovered" beaches outside of Athens.

This is not another one of those cute guidebooks whose information will be useless next season, as soon as the next horde of tourists arrive to spoil the newly-revealed "unspoiled" spots. Most of the hotels, night-spots, and restaurants which the book lists are solidly local establishments with a mass trade of their own that is not likely to become tourist traps due to a sudden influx of tourists attracted by this volume.

Some of the information in this guide is likely to be useful even to the experienced traveler, and very valuable to allay the doubts and fears of the novice. The twenty-five countries listed combine Europe and the Caribbean, both areas serviced by Pan Am, whereas these might better have been in separate volumes. Unfortunately omissions are Turkey, Luxembourg, and Czechoslovakia, low-budget countries which I have found to be "fun" places also.

Pan American Airways designed this book to make your mouth water for world travel. If you're trapped in the States this summer, don't read it.

## Student Teaches Inmates In Local Women's Prison

By JUDIE BARACK

"Rosies are red, Violence is blue . . ." wrote "Dimples," an adolescent inmate of the New York City Women's House of Detention on a farewell card to one of the professional teachers at the "House of D" where three other college students and I taught last summer as replacements for the vacationing professional teachers. We worked as members of the New York City Urban Corps, under the Federal Work-Study Program.

All women arrested in New York City are detained in the prison, located in Greenwich Village, before and during trial, unless they are released on bail. Adults sentenced for a period of three years or less serve their term in this prison. The education program here offers two hours of classes daily and it includes training in typing and preparation for the high school equivalency examination. In addition, relatively unstructured classes are held for the adolescents. These classes include discussions of subjects from child psychology to the New York legal system.

As I became familiar with the complexities of a penal institution and with the people involved with it, I tried to answer some questions. Who were these girls? Why had they committed — or been accused of committing — crimes? What were their

feelings about their lives, their past, the prison, their future? What would they do when they left? I still do not pretend to know and understand completely the answers to all these questions. However, my experiences last summer left me with strong, if fragmented, impressions.

My strongest impressions were of the girls themselves. Although my contact was primarily with adolescents (aged 16 to 21) and with younger women (aged 22 to 35), I saw women in their fifties and sixties there as well. For some, their background seemed to make it almost inevitable that they turn to crime. For others, their problems seemed no greater than those of girls outside of prison. Many of the teenage girls were passive. They seemed to be "tired on the inside," to feel that they could do nothing to change their situation, and they did not care.

There were parallels between the problems these girls had and the problems of college students. During a discussion of Edwin Robinson's poem "Richard Cory," I asked what would make a person want to commit suicide. "Loneliness," one girl answered. Another girl, a heroin addict, recounted her mother's reaction when the girl was arrested. "My daughter, she just smokes stuff, right? She doesn't take anything in her arm." Her

story reminded me of middle-class mothers who also do not want to admit certain painful truths about their daughters.

Many of the girls were repeaters — they had been "busted" (arrested) several times, and after they returned "to the streets" they would eventually come back to prison again.

Barbara was a repeater. A bright, 24-year old drug addict who had been in and out of the House of Detention ten times during the past several years, she finally received her high school equivalency diploma last summer. A talented artist, Barbara was awarded a scholarship to go to the Fashion Institute of New York, a school for training in fashion design and commercial art. Barbara remained in school for two weeks, then disappeared.

The routine, drabness, and obvious lack of freedom in a prison tend to reinforce feelings of bleakness and despair among the inmates. The education program, as part of the rehabilitation program, serves several purposes. It helps the girls learn to type and to prepare for high school equivalency examinations, so that when they leave the prison, they can obtain jobs. Discussions in adolescent classes add interest and variety to days of drab routine. Rehabilitation counteracts some of the negative tone of a penal institution.

# The Week

March 19  
March 26

## Wednesday, March 20

**Luncheon-Discussion:** "Communism in Central Europe," by Vilma S. Harrington, Unitarian Universalist Assn., Earl Hall, 12:00 noon, Lunch 65c.

**Lecture, "New International Affairs Library,"** by Dr. Luther Evans, International Collections, C.U. Libraries, Harkness, 3:30 p.m.

**Lecture, "The Student and the New Draft,"** by Col. Paul Akst, N.Y.C. Dir., Selective Service, Councilor to Jewish Students, Aud., Earl Hall, 4:00 p.m.

**Sociology Majors Tea,** College Parlor, 4:00 p.m.

**Anthropology Seminar, "Pseudokinsip and Marriage in a Mexican Village,"** by Jean-Luc Chodkiewicz, Dept. of Anthropology, Room D, Law, 4:10 p.m.

**Interfaith Discussion, "Medical Science and the Preservation and Prolongation of Life,"** Msgr. James E. Rea, moderator, Earl Hall Counseling Staff, Dodge Room, Earl Hall, 7:30 p.m.

## Thursday, March 21

**SDS Meeting,** 411 Barnard, 12:00-1:00 p.m.

**Thursday Noon,** College Parlor, 12:00-1:00 p.m.

**James S. Carpentier Lecture: "Due Process of Law,"** by Hugo L. Black, Associate Justice, Supreme Court of the United States. Admission: by reservation only. Tickets: 280-2681. Law School, 12:00, noon.

**Foreign Area Studies: Major's Meeting,** 100 Barnard, 1:00-2:00 p.m.

**Talk: "Is the New Morality No Morality?"** by Dr. Will Herberg, Prof. of Philosophy, Drew University, Conservative Union, Schiff Room, Earl Hall, 4:00 p.m.

**Play: "Boy with a Cart,"** by Christopher Fry Free, Minor Latham Playhouse, March 21 and 22, 5:30 p.m.

**Gallery Talk: Dalí and the Surrealist Vision,** Floor 3, Gallery 3 Museum of Modern Art, 6:00 p.m.

**Bridge Night,** South Dining Room, 7:30-9:30 p.m.

**Balkan Folk Dance,** Dance Studio, 7:30-10:00 p.m.

**Film: "Troublemakers,"** by Norman Fruchter, Students for a Democratic Society, Harkness Theatre, 8:00 p.m.

## Friday, March 22

**Lecture, "Benvenuto Cellini,"** James David Draper, Grace Rainey Rogers Aud., Metropolitan Museum of Art, 2:30 p.m.

**Gallery Talk, "Realists and Romantics,"** A. L. Chanin, Staff Lecturer, 3rd Floor, 5th Gallery, Museum of Modern Art, 3:30 p.m., \$1.25.

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

**Lecture, "Gothic Neoclassicism: A Contradiction?"** Prof. David Irwin, University of Glasgow, Graduate Art History Assn., 610 Schermerhorn, 8:30 p.m.

**Municipal Concerts Orchestra,** Julius Grossman conductor, Town Hall, 8:30 p.m., for ticket information call 582-4536.

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

## Saturday, March 23

Town Hall presents **Amato Opera Company,** Opera-in-Brief: "Madame Butterfly," Town Hall, 113, West 43rd St., 2:30 p.m.

**James S. Carpentier Lecture: "The First Amendment,"** by Hugo L. Black, Associate Justice, Supreme Court of the United States. Admission: by reservation only. Tickets: 280-2681. Law School, 2:30 p.m.

**Gallery Talk: Picasso and the Rise of Cubism,** Floor 2, Gallery 9 Museum of Modern Art, 3:30 p.m.

**International Dance:** American students welcome Morningside International Students Assn Earl Hall, 8:30 p.m.

**Faculty Play: "El si de las ninas,"** by L. F. Moratin, and "La Cueva de Alapances," by Cervantes. Admission: \$3.50; \$2.50 with C.U.I.D. Dept of Spanish, Barnard McMillin Theatre, 8:30 p.m.

**University of Chicago Contemporary Players:** Ralph Shapey, Director Music of Stefan Wolpe, Town Hall, 113 West 43rd St., 8:30 p.m.

## Sunday, March 24

**Junior Museum Films, "Art in Woodcut," "Encre,"** Junior Museum Aud. Metropolitan Museum of Art, 1:30 p.m.

**Senior Symphonette,** Senior Musicians Assn. of Local 802, Town Hall, 3:00 p.m., for ticket information call 582-4536.

**Lecture, "Treasure Hunts in the Past":** Lascaux and Pre-Roman Gaul," Claudie Tchekhov, Grace Rainey Rogers Aud., Metropolitan Museum of Art, 3:00 p.m.

**Folk Duo,** Helen and Ray Gordon, Town Hall, 5:30 p.m., for ticket information call 582-4536.

**Fifth Annual Latin Jazz Festival,** Town Hall, 8:30 p.m.

## Monday, March 25

**Gallery Talk; American Landscape Painting,** by Linda J. Lovell, Metropolitan Museum of Art, 11 a.m.

**Films: "The Renaissance: Its Beginning in Italy," "Drawings of Leonardo Da Vinci," "Leonardo Da Vinci,"** Grace Rainey Rogers Aud., Metropolitan Museum of Art, Free, 3:30 p.m.

**Films: "Movies to Relax By,"** with eight short films: The Forum, Harkness Theatre, 6:10 p.m.

**The Open Gate Association** presents Raymond Jackson, pianist, Town Hall, 113 West 43rd St. 8:30 p.m.

## Tuesday, March 26

**Illustrated Lecture, "Form and Structure of the Medieval and Renaissance Town and Village,"** Prof. John Mundy, Medieval and Renaissance Studies Program, Dept. of Italian, 304 Barnard, 2:30 p.m.

**Lecture, "Atmospheric Pollution by Oxidants and its Effect on Vegetation in a Rural Environment,"** Dr. B. E. Dethier, Division of Meteorology, Cornell University, Dept. of Geology, 2 East 63 St, 8:00 p.m.

**Play Readings,** Famous Stars of the Vienna Burgtheater will read from Classical German Plays, Dept. of Germanic Languages, Room D, Law, 8:30 p.m.



# BULLETIN BOARD

## Black Arts

The four College area of Massachusetts which includes Mount Holyoke, Smith, Amherst and the University of Massachusetts is sponsoring a Festival of Black Arts in Springfield, Massachusetts April 5-7 at Springfield College. The group hopes to make the Black Community aware and proud of their culture. The weekend will include concerts and workshops in art, music, literature and politics. Tickets for the entire Festival will be sold at \$4.00 per delegate. For tickets or to have accommodations arranged contact Paula Young, 413-536-4000, ext 373, Brigham Hall, Mt Holyoke College, So Hadley, Mass 01075.

## Art Exhibit

An exhibition of about 35 works of contemporary art will be on display in the James Room of Barnard Hall and until March 29. The paintings have been selected by members of Art History 98 under the guidance of Professor Julius Held, Chairman of the Department of Art History. The art students visited New York commercial galleries, chose the works and obtained background information which they will use to compile a catalogue for the exhibit. The whole venture is planned as an opportunity for students to become acquainted with the problems encountered in gathering and hanging an exhibition, and in preparing a catalogue. The exhibit is open Monday through Friday from 9 A.M. to 5 P.M.

## Greek Study

This summer from July 3 August 30 a Program of Study Abroad in Greece sponsored by Queens College will offer first hand acquaintance with Greek history, culture and civilization through classroom study, field work and tours. Students with a permit from their own colleges are eligible to apply. There is no language requirement but preference will be given to students with a previous background in archaeology, art history, ancient history or modern Greek. A six week session at the University of Thessaloniki will be followed by a week in Athens and a week of touring major historical centers in the Peloponnese. Courses will be taught by outstanding Greek scholars. The cost of the Program is \$875 including transportation and accomoda-

tions. Scholarships and loans will be available. For applications or further information contact The City University of New York, Program of Studies Abroad, Room 305, Social Sciences Building, Queens College, Flushing, New York 11367.

## Peace Corps

Peace Corps representatives will be on campus from March 18 to 22. The office, located in 604 Dodge Hall, will have hours Monday to Wednesday 9-5, Thursday 9-4 and 6-8, and Friday 9-5. The tests are scheduled to be given Thursday at 3 P.M. and 7 P.M., and Saturday at 10 A.M. A bus will be stationed at 116 St and Broadway, and a booth will be open at Teachers College, Monday to Friday 6 P.M. to 7:30 P.M. Also, a movie will be shown on Wednesday, March 18 at 4 P.M. in 604 Dodge Hall.

## Teacher Corps

The Teacher Corps, a two-year old program that gives poverty area schools and local universities an opportunity to plan and operate programs jointly for training teachers of the disadvantaged, is looking for college graduates. Unlike most graduate teacher-training programs, the Corps recruits and trains people holding degrees in areas other than education. Service in the Teacher Corps includes enrollment in a university for two years of tuition-free graduate study leading to a Masters Degree plus on the job training in poverty area schools and community education work. Interns are paid a living allowance of \$75 a week. They serve in teams of 5 or 6 under the direction of an experienced teacher. At the end of the two year internship, Corps members receive permanent teacher certification from the state in which they have served. For more information write Teacher Corps, Washington D.C. 20202.

## Ethnographic Films

The Graduate Anthropology Club of Columbia University will present four films by Margaret Mead on March 21.

First Days in the life of a New Guinea Baby, Childhood rivalry in Bali and New Guinea, Trade and Dance in Bali and A Balinese Family. The films will be shown at 8:00 P.M. in 501 Schermerhorn. Admission is \$75 with C.U.I.D.

## Orient Cruise



It is possible to combine summer school and summer travel this summer with an Orient Study Tour sailing aboard APL's President Wilson leaving on Independence Day. Up to six units of credit from the University of San Francisco can be earned while touring the Orient. For information write to STOP Tours, 2123 Addison Street, Berkeley, California.

## Air France

Air France offers several programs this summer for those who are interested in touring or studying abroad. Tour sections consist of a group of 25 to 30 members with a multilingual tour leader. Also one-month language courses are offered for college students, in Paris and Salzburg. There are also longer programs offered in Italy, Spain, and England.

For information write Air France, Student Tours and Study Programs, Box 707, New York, NY 10011.

## Sociology Meeting

There will be a sociology majors' meeting on Wednesday, March 20 from 4 to 5 p.m. in the College Parlor. The guest speaker will be Charles Abrams, professor of Urban Planning at Columbia University who will speak on "Rebuilding Our Cities."

## Recital

Barnard students are cordially invited to attend a free recital given by cellist Terry Braverman '70 on Wednesday, March 27, at 8:00 p.m. in Wollman Auditorium. Featured on the program will be Suite No. 6 in D Major by J.S. Bach, Concerto in D Major Opus 101 by Franz Joseph Haydn and Sonata in A Major by Cesar Franck. There will be a reception in Room 204 of Ferris Booth Hall after the recital. Mr. Braverman, a student of Channing Robbins, will be accompanied on the piano by Emanuel Ax.

## LeClair Hearing

At a closed meeting of Judicial Council on Thursday, March 14, Linda LeClair was awarded, postponed open hearing to be held on Tuesday, April 9. Miss LeClair is on trial for violating Barnard's Housing Regulations.