

Faculty Votes On Rules; Ignores Undergrad Resolution

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Breunig, New Dean, On Academic Affairs

By DOROTHY FOLTZ

Dr. LeRoy C. Breunig, chairman of the Barnard French Department, has been named Dean of the Faculty succeeding Henry A. Boorse, Dean of the Faculty since 1959. The position entails responsibility for curriculum, faculty and most other academic matters.

In an interview with *Bulletin*, discussing the traditional role of the Dean of Faculty as well as the current academic and social trends at Barnard, Dr. Breunig revealed an awareness not only of faculty matters, but a strong interest in student concerns and the continued development of Barnard College in a direction that will satisfy those concerns.

He cited two factors—limited enrollment and autonomy—as those with which one can still defend Barnard's position with respect to Columbia. Due to these two factors Barnard is more maneuverable, and more open to experimentation since it is without cumbersome machinery. Dr. Breunig laughingly illustrated the difference between Barnard and Columbia with an analogy to the French small sleek plane, the Caravelle versus a 747.

He continued, however, by strongly emphasizing the need for cooperation between the two schools, "a cooperation for distinctiveness" rather than simply assimilation. He favors cross-listing that will do away with duplication of courses. "If cross-listing works out, both schools will be enriched by a double curriculum with two viewpoints, rather than a merger into one." He sees a majority of Barnard faculty in favor of eliminating obstacles to taking courses at both Columbia and Barnard.

Dr. Breunig spoke out against an absolute pass-fail system. "I personally find the previous set-up allowing for Pass-Fail in elective courses a good compromise solution. I oppose absolute Pass-Fail because of the necessity of transcripts for admission to graduate school, and because of the existing set up of honors, prizes, and fellowships organized around the present grading system." He cited grades as an "incentive and a dessert."

He also stated that he was not in favor of a student-faculty committee to choose faculty members. "Faculty members are promoted and chosen by their peers with an understanding that student evaluation should be considered." He considers the faculty a self-perpetuating body, so that if one



Dr. LeRoy C. Breunig

begins with a solid faculty it should continue that way. Scholarly ability rather than political philosophy was cited as the primary consideration in faculty appointments.

Dr. Breunig did, however, emphasize the importance of student participation. "I am particularly happy at becoming Dean right after Dorothy Urman and the Coordinating Council set up this tri-partite committee through which the students will have a voice in setting policies for the whole college." He specifically mentioned the Committee on Instruction, made up of students and faculty, as the principal committee for changing courses and programs.

As an art critic, he expressed a concern as to what extent an academic liberal arts college can incorporate the studio or creative instruction in subjects such as art, music and literature.

Dr. Breunig plans to continue to teach one French literature course, in addition to his new position, perhaps as a way to incorporate his awareness and evident interest in student affairs with his now increased responsibilities to the faculty.

**OPEN
UNDERGRAD MEETING
TO
RE-REVISE
BARNARD RULES
WEDNESDAY, 6 P.M.
JEAN PALMER ROOM
COME !!**

Faculty Approves Rules; Undergrad Will Act

By MARGO ANN SULLIVAN

The Barnard College Faculty approved overwhelmingly the proposal for revised rules for Barnard at a special faculty meeting last Monday, April 27.

The faculty voted despite the last minute attempt by Undergrad Association to postpone the final vote on the rules for a two-week period in order that the student body might consider the rules. In a speech to the faculty Patricia McGrath '71, President of Undergrad, proposed the formation of a tri-partite committee under the auspices of the Coordinating Committee (the tri-partite committee which evolved from the Committee on Committees).

The faculty did not approve the Undergrad Resolution because of a question of whether the President of Undergrad was representative of the student body and because of the amount of the faculty's time and effort that had been expended on their proposal for revised rules.

In place of the tri-partite committee under Coordinating Committee the faculty decided upon "a proposed substitute resolution" which reads, **BE IT**

RESOLVED that there be established an Ad Hoc All-College Committee for review of the Provisional College rules. This committee shall consist of one designee of the Faculty Executive Committee, two members elected by the Faculty, the President and Vice-President of the Undergraduate Association, and one representative of the student body at large. This Committee shall hold open hearings to review the Provisional College rules as passed by the Faculty, and to propose, if necessary, any specific amendments to particular sections and clauses.

The implications of such a substitute proposal are clearly insulating to the student body. Instead of encouraging the students to discuss and to suggest improvements upon the rules, the Faculty has changed the character of the rules from a "proposal for revised rules" to "provisional College rules." Rather than protect the right of the students to propose a set of rules—a right implicit within the tri-partite governmental system to which Barnard adheres—officially—the faculty has attempted to confine student proposals to proposing "any specific amendments to particular sections and clauses."

Petitions to enlist student support of a committee to reconsider the rules will be circulated soon. It is important that the students realize that there is nothing sacred about the rules. We want to rewrite these rules in a substantial sort of way. 'Specific amendments to particular sections and clauses' are not significant.

The issue of the all-college rules is a highly serious one. It involves the students' responsibility to question the arbitrary proceedings of their faculty. It involves the way of life at Barnard far more significantly than any rules on parietals or co-ed dorms, or anything else ever will. The Undergrad Association petition may be the most important document you will ever be asked to sign while you are at Barnard. The students have been ignored. Their government has been threatened in questions implying Undergrad's illegitimacy as a form of representative government. The principles of tri-partite government have been largely discarded.

It is time for each student to involve herself in college affairs. It is time we acted upon the rules. (A meeting concerning these rules will be held early next week.)

News Analysis

Open Letter to the Faculty

To the Faculty:

Given below is the text of a letter sent to Dean Henry Boorse and the Faculty Executive Committee on April 23, 1970, which we hope will be of general interest.

On April 6, the faculty met to discuss Barnard's "Rules for the Maintenance of Public Order." It will meet again on April 27 to finish the discussion. Before then, we, the undersigned, would like to offer some comments:

1. The rules so far approved forbid "prevention of the normal use or occupancy of any College building or facility or disruption of any normal College function" (Now Section II, 3, b.) It is chiefly this clause that concerns us now. We believe that the intended interpretation of this rule was not made clear at our last meeting. We hope that the faculty will be given a chance to clarify its position. We are not worried about quibbles over wording. What we seek to know is the faculty's position on matters of substance.

A march down Fifth Avenue is essentially an expressive dem-

onstrated and only incidentally a disruptive one. But the whole point of a strike or a boycott, for example, is to interfere with and disrupt normal activities until alleged grievances are dealt with. Such actions, however peaceful they may be, are essentially coercive. It is a genuine question whether or not coercive tactics that seem appropriate in struggles between labor and managements or between nation and nation are appropriate in universities, colleges, public schools, police departments, etc.

Because there are many who think that no coercive public actions are appropriate in universities and colleges, and because this issue has been widely discussed in print, the Barnard faculty's acceptance of Section II, 3, b cannot fail to give the impression (to Barnard College people and others) that the faculty has taken a stand on this issue. (Those of us who go to faculty meetings might add: a stand on an issue it has not even discussed.)

We realize that faculty time is valuable. However, we ask that the faculty open Section II up

for a vote again. The faculty might delete clause 3, b or make its language less sweeping. Or the faculty might have the rules give examples of peaceful protest after all. The examples might include sit-ins, boycotts, picketing, and strikes. We are not asking the faculty to single out certain forms of peaceful protest, but rather to show even further its belief in freedom of speech and of assembly and to clarify even further its notions for a possibly uncertain audience.

2. Section IV, "Penalties," has yet to be voted on. The Section gives the President of the College the right to "suspend temporarily any member of the student body or staff" who may have violated the rules. We ask the faculty either to strike out this provision or to modify it in such a way as to make public our understanding that a president is morally obligated to consult with appropriate groups before initiating any suspension. (We also assume that since suspension suggests guilt, and that since it may prejudice late judicial hearings, it would be used

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Father (and Mother) Know Best

"Injustice" is that funny kind of word. It's so dramatic we hesitate to use it. And when we see it affecting our own lives, instead of in its own familiar place — running down a street of Harlem, ricocheting through a battlefield in Vietnam — we say it's not really "injustice." It's . . . it's . . . it's . . . not that.

And we're looking at injustice right now. When any — and in this case nearly every — faculty member can deal arbitrarily with the ideal of tripartite government, burying and resurrecting it at their own convenience; when the President of Undergrad proposing a student resolution for faculty consideration is treated in a disrespectful manner; when members of the administration consider legitimate protest the work of a handful of radicals; when faculty members plan to consider the students' views about the rules by deciding to **explain** the rules to their students, we are seeing a special sort of injustice. You can call it the anti-intellectualism of the intellectuals or the increasing trend toward conservatism among American faculty members in dealing with campus affairs — or a sort of insular insensitivity. But whatever you call it, it is manifestly unfair to the students, and it is time that we all do something about it.

I couldn't even begin to retell everything that has happened to those students and the minority of faculty members who have spoken out against these rules. And we students haven't even **SPOKEN OUT** against them. We merely asked for a discussion.

The response of the Barnard faculty and administration has been incredible. Undergrad President asked the faculty to postpone their vote on sections three and four of the proposal for revised rules. We asked to have the vote postponed for further discussion for **two weeks** — not two years, or two months, just two weeks.

This was the faculty response. They voted upon the proposal for revised rules and approved it overwhelmingly. They rejected a tripartite committee which was set up by the Coordinating Committee at the request of Undergrad. This committee would have examined alternatives to the proposed rules. This is not to say that the faculty has not considered the ideal of tripartite government. "BE IT RESOLVED that there be established an Ad Hoc All-College Committee for review of provisional College rules." Note the clever wording. It completely destroys any student attempt to reconsider the rules completely.

Look carefully at the rules the faculty has approved. They prohibit all forms of peaceful protest except assembly, leafletting, and any other activity that does not "disrupt any normal college function." **We don't have to have these particular rules!** Read the Albany law for yourself (p. 5). In order to comply with the state regulations, rules which would have outlawed only violent protest and included penalties for such protest would have sufficed. But no amount of **explaining** will change the fact that the faculty wants the rules they have approved. The faculty wants to maintain — and don't think they have ever lost — their "right" to govern and to discipline the students.

The point of what we are saying is that administration and faculty at Barnard are not sensitive to other points of view. A professor accuses his colleague of poisoning the students' minds. A professor calls the opinions of his colleague "blissful lunacy." And when students question this arbitrary anti-intellectualism we hear "those kids have got a lot of nerve."

So, have a "lot of nerve!" Don't believe that the rules

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In the Morning Mail

Undergrad Meeting

To the Editors:

I was pleased that you printed Miss Millett's interesting article about the rules. I was not so pleased, however, with the Open Undergrad Meeting which I attended which was ostensibly for the purpose of "reenlightening" us about the rules. Miss Moorman and Dean Boorse did everything except try to clarify the situation.

Debbie Carrow '70

Thanks Millett

To the Editors:

I would like to express my thanks to Miss Millett for her enlightening article in the April 15 issue of the *Bulletin* concerning the proposal for revised rules for Barnard College under which we, the student body, and others will be governed. I hope more people will concern themselves with the action initiated by Miss Millett.

K. Burns '72

Praises Millett

To the Editors:

As a member of the student body of Barnard College, I would like to thank Miss Millett for publicizing the proposal for the revised rules for Barnard College. That such a repressive set of laws could have been partially approved by the faculty is incredible enough. That they could be silently foisted off onto the student body, without any consultation, is outrageous.

I am grateful that at least some people were astute enough to expose this administrative snow job. The question here is not the degree of harshness implied or stated in the rules (although that is certainly another point which deserves serious attention). It is rather the way the administration attempted to slip these rules into law without any discussion of the rules' implications let alone a student referendum.

Barnard Bulletin and Women's Lib have followed Miss Millett's initiative in publicizing and announcing these rules. Hopefully their effort will be enough to

arouse this student body to negotiate a new set of all college rules.

Ruth Steinberg '72



Urges Action on Rules

To the Editors:

I was quite encouraged last Wednesday night when I attended the open college meeting to discuss the proposal for revised rules for Barnard College. It was evident that faculty members like Kate Millett are really attempting to work for and with the students — to our advantage. After constructive discussion those attending the meeting decided that the entire student body must involve itself in the discussion of the rules to allow Barnard's tri-partite form of government to function. Now it is necessary for all Barnard students to follow Miss Millett's initiative and get the pertinent facts — as well as the misunderstandings — into the open in order to show an interest regarding the future of open discussion and the right of dissent for all members of this institution.

Peggy Nelson '72

Housing Scored

To the Editors:

I feel it is most important that the Barnard community be made aware of the incompetent performance of the members of the Housing Office with regard to the recent room drawing. They appeared insensitive to the needs and desires of the student body in general and the commuting student in particular, and this attitude was primarily responsible for creating an unnecessarily chaotic, inequitable situation. I refer specifically to the undefined status of the senior commuter. Last year senior commuters were allowed to participate in room drawing as resi-

dents. This was admittedly an experiment, and one which housing officials decided could not be repeated this year. This decision was greeted with an outcry from those concerned, and thus the senior commuters, permanent residents in limbo if nowhere else, were told that perhaps they might be allowed to draw again this year. In order to provide a more factual basis for this decision, a survey was distributed among senior commuters on the Friday before room drawing and was due back in the housing office the next Monday. The purpose of this questionnaire was ostensibly to ascertain how many senior commuters wanted campus housing.

Monday was the inexorable deadline for said survey. Tuesday arrived, and the Housing Office announced that senior commuters would indeed be allowed to join the scramble for rooms on an equal basis with residents — that is, all those senior commuters who had filled out the survey, which had mysteriously become transformed into a room application. The rub of this was that some senior commuters were more equal than others because, through some oversight, many of them had never received this so-called survey. The Housing officials, when informed of this problem, were unwilling to extend themselves in any way to try to accommodate those who, through absolutely no fault of their own, had been over-looked when the surveys were given out. The most that one could hope for was a place on the waiting list. Incensed over the injustice of the situation and the uncooperative attitude of the Housing directors, a few senior commuters got in touch with several students on the Housing Committee, who in turn spoke to Miss Lawton. The upshot of this communication was that ten more senior commuters would be added to the list of those fortunate enough to have returned surveys on file. These members of the Housing Committee were, however, required to sign a petition which implied that it was they who were responsible for this unjust

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OPINION:

The following articles printed in BULLETIN'S Forum do not necessarily reflect the opinion of the editors. Any member of a Barnard-Columbia organization is invited to express his group's views in Forum.

Anti-Intellectualism at Barnard

"When I first came to college, I thought it would be just filled with intellectual activity. I imagined myself almost constantly discussing ideas about philosophy, religion, art . . . But I realize now that it's not like that," a Barnard sophomore said to me recently.

I think most of us, students and faculty, would agree that most of the time Barnard "is not like that." Not only do we spend our leisure time in activities such as watching Road Runner cartoons and flying kites on South Lawn, but, what's worse, very often our classes, which should be at the heart of intellectual activity at Barnard, are boring and routine. Of course, this problem is now plaguing many undergraduate institutions. But I think at least part of the problem at Barnard can be traced to what Paula Munro, Class of 1969, in a letter to the editor that appeared in last week's Bulletin, called a lack of " . . . the (intellectual) sparring, which is the best way to sharpen a young mind." And this is directly attributable to the fact that Barnard students are women.

We sit in our classes, silently taking down whatever the instructor says, so that we can regurgitate it at exam time, rarely questioning or commenting. Many students seem afraid to ask questions or make comments in class, for fear of being wrong. An instructor faced with such passivity from his students can only conclude that most students have few ideas, and, since he finds that "classroom discussions" rarely get off the ground, he becomes patronizing or intimidating, thereby discouraging his students even more from expressing themselves.

Women are conditioned throughout their lives to be passive, to be receptive; not to be aggressive or have any original ideas. It is little wonder then, that this conditioning carries over into our intellectual lives. I am taking a seminar course now at Barnard in which probably half of the students in the class (it is almost all women) have not opened their mouths all semester. I cannot believe that these women have no ideas, that they have nothing to say. Rather, it seems to me, they have merely accepted the passive feminine role; they are content to receive knowledge unquestioned. Such an attitude is not uncommon at Barnard. It has gotten many a student, through four years of college, and often quite successfully.

Of course, I am, to a certain degree, generalizing. There are students at Barnard who become very intellectually involved with their studies; there are classes which are stimulating, and instructors that do not talk down to their students. Unfortunately, however, these are the exceptions rather than the rule: the dominant atmosphere at Barnard is one of non-intellectualism. It is time that atmosphere were changed.

Lynda Horvath,
Member of Barnard Women's Liberation

Quotation of the Week

"How can I show that people are more open and honest with each other here than anywhere else at Columbia that I have ever been? How can I show that people have really tried to discover what they want to do with their lives and are beginning to do something that they personally feel is worthwhile?"

—An Experimental College Member

Pollution Solution?

While Congress debates and activists march, housewives faced with a problem do something concrete to solve it . . . and fast. Such is the case in Ann Arbor, Mich., where 3,000 housewives, appalled at the deterioration of their lakes and streams, have come up with a pollution solution. They've ditched detergents and all the rest of the household cleansers and scourers that contain phosphates. By so doing, they're eliminating 1/2 pound of phosphate for every pound of product normally used. And as they're quick to point out, every single pound of phosphate that finds its way to our lakes and streams is capable of supporting 82.6 pounds of water-strangling algae.

Nor will the state of their housekeeping suffer from such wholesale banishment. For scouring and cleaning they've welcomed back baking soda, an old household staple that's phosphate-free. New members introduced to their cleaner-waters crusade at coffee klatches throughout the area are given demonstrations of its effectiveness. Sinks and pots are scoured shiny with baking soda, stoves and floors scrubbed greaseless. And every attending housewife is provided with how-to directions for close to 100 different household uses for this product.

Directions for producing a bright-as-ever wash with soap and phosphate-free washing soda, are also distributed to those attending the klatches. And to make sure that the soap-and-soda washing formula reaches every home laundress in the community, members of the team are staked out at laundromats to advise, counsel and urge a switch from the high-phosphate detergents.

E. C. Spurs Growth

"What do I want to learn?"

By JAN OXENBURG

Most members of the Experimental College went through the most intense learning experience of their lives last semester.

It is virtually impossible to describe in a few sentences what College members (or even just myself) learned this semester. I will discuss several areas in which I think there was valuable learning:

EDUCATION — was an issue faced every day by most of the College. Many people asked themselves seriously for the first time questions like: "What is education for?", "What do I want to learn?", "What is the best way for me to learn it?", "How can education on all levels be improved?", "How is education tied in with the social structure?" etc., etc.

At meetings we had hours and hours of debates about education and analysis of the system we had set up which usually continued until about 4 A.M. out in the hall. Having read many books on various aspects of education, I can say that while these books provided a good theoretical background, the actual experience of grappling with real educational issues day by day is invaluable and irreplaceable.

This is an excellent example of the interplay between analytical and experimental modes of learning. Readings provide a theoretical background, a source of new ideas, and an opportunity to view our experience in a larger context. My experience in the EC gives me a more direct knowledge of the problems and a sound basis for evaluating the contents of the readings.

COMMUNITY — EC members got valuable and far-reaching insights into many of the forces which shape communities. We were able to really examine, often painfully, our own and others' feelings and reactions to various types of relationships. To hostility, authority, commitment, sharing, roles, etc. We have learned about how ritual, ideology, elitism and so on function in groups. We learned a tremendous amount about the function of leadership.

Originally we were afraid of leadership — afraid that the acceptance or exertion of leadership would lead to an authority-centered, coercive environment. But, as our self-confidence grew we found that leadership and teaching are only coercive if they are forced on the individual or passively accepted by him. We are now at a point where we feel our own internal power strongly enough to be able to accept and seek out leadership and teaching when we need it and, hopefully, to exert our own leadership where we feel competent.

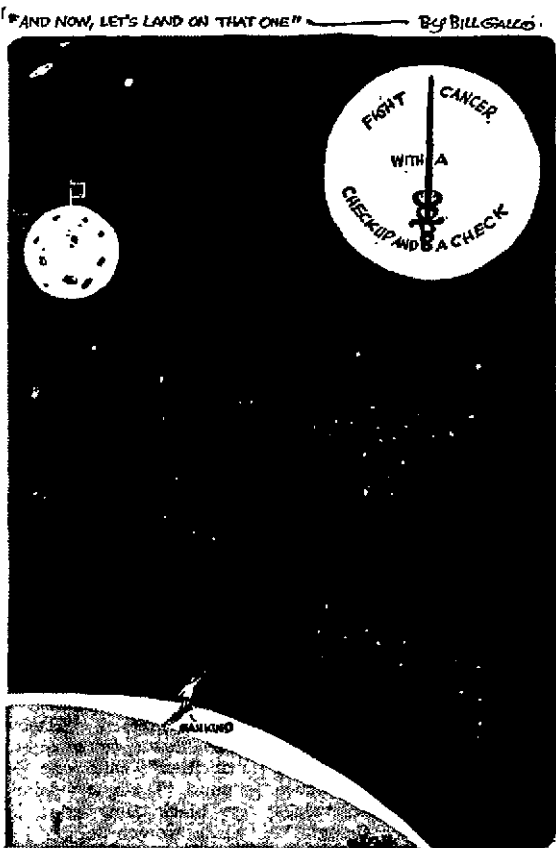
Increased and more comfortable interaction between and among students and faculty has made it easier for us to learn from each other and help each other in both our studies and our personal problems.

The kinds of learning I have described above are in addition to the specialized research and projects which members of the College did in conjunction with the classes.

Next semester we are taking a more individualistic approach with students working on projects of their own choice, individually or in groups. Synthesis groups will be available for the sharing of ideas and creation of a coherent academic life for the College. After a period of struggle, we seem to have emerged stronger and with a more positive direction than ever.

Probably the broadest thing that can be said about the EC is that it has caused among its members a tremendous growth in awareness on many different levels. We are constantly creating and being created by our environment. Changing the way we live and learn is intimately connected with far-reaching changes in society and vice-versa. The language style and direction of this whole process of change is itself constantly changing. Thus, the Experimental College can not be statically defined, but must be constantly involved in its own creation.

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"Inquest: It Happened Here"

By KATHLEEN PARTHE

The play might have been called *The Torn Jello Box Affair* had it not ended with a double execution for it was an apocryphal jello box panel that helped send Julius and Ethel Rosenberg to their deaths as the first atomic spies. Under the more sobering name of *Inquest*, Donald Freed's dramatization of their trial opened last Thursday at the Music Box, with the management offering considerable discounts to students.

Presented as *A Tale of Political Terror* it is, as such, one-sided — a pro-avant-garde dramatist once remarked that if he were in for an evening of politics he would rather spend it at a rally than in the theatre. Absurdist theory aside, we cannot ignore the existence of value of the theatre of involvement and fact, which narrows political opinion into drama. *Inquest* succeeds more in the political context but is no failure in the dramatic. The author manipulates the story but, feeling that his theories are just, the audience was not offended.

One problem is that the names and stories are no longer all that familiar. The basic story is that the Rosenbergs, man and wife, depression era communists, were arrested in 1950 on charges of conspiracy to commit espionage for the Soviet Union, specifically the transfer of plans for the atomic bomb. They were supposed to have been heirs of a spy ring that included Ethel's brother, David Greenglass, and others.

A trial ensued under Federal Judge Irving Kaufman, where the couple were vigorously defended by Emanuel Bloch, but still were electrocuted in 1953. The case was anything but clear cut, abounding with legal enigmas. As unrepentant communists, the Rosenbergs had very little chance of a fair trial from the outset.

The charge against them was conspiracy, but prosecutors Irving Saypol and Roy Cohn ran it as a treason trial, in which case the evidence was supposed to have been much more thorough than it was. The credibility of witnesses was never established. Greenglass was groomed by the government to testify against the Rosenbergs because, like the rest of the "conspiracy," he was in some other difficulty from which this was the sole escape. He said that he had drawn plans for the A-Bomb for Julius from those he had seen at Los Alamos five years before (this with a mediocre knowledge of even basic engineering).

Why did everyone confess except the Rosenbergs? The latter maintained that taking the Fifth Amendment did not infer guilt, but that is a distinction the average juror is not psychologically prepared to handle. During the entire trial they were stubborn, troubled, suffering, unable to defend themselves.

Why the electric chair? They were sentenced under the Espionage Act of 1917, although the 1946 Atomic Energy Act redefined the crime in a way that would have just sent them to prison. The highest courts, in an unprecedented decision, allowed the more severe of two available punishments to be carried out. The judge passed sentence (and not the jury) blaming the two small-time radicals for the Korean War, a stay of execution pending further study, granted by Justice Douglas, was overturned by the rest of the Supreme Court.

All this information was contained in the play, but it was hard to pull it all together because of the structure. There were numerous projections onto suspended screens to help us settle ourselves in the early fifties. There was Clive Barnes,



George Grizzard and Anne Jackson (at desk) portray Julius and Ethel Rosenberg and James Whitmore plays their defense attorney, E. H. Bloch, in the new Donald Freed drama, "Inquest."

J. Edgar Hoover, and millions of Japanese being blown up. The trial was often interrupted by reconstructions, a character is suddenly reliving the story he narrates. This segmentation makes it difficult to maintain the tension of the trial.

George Grizzard and Anne Jackson as the couple, and James Whitmore as their lawyer are so excellent that they carry tragedy as primitive women carry jugs of water on their head — in that it is something very natural to them, a part of the total person you look at. They are probably innocent, but they know something that they will not say.

The other characters were more like caricatures, especially the "men in the street" but did not detract from many brilliantly played moments by the principals. A personal favorite was when Julius and Ethel were allowed one of their weekly visits in prison, separated by a wire screen. Julius tried to explain to his more dominant wife why he wanted to confess (to the court) at last — "I love you, that's all. I'm making love to you." They died soon after, leaving two young sons.

Many well-known Europeans denounced the sentence: Sartre, the Pope, the Vanzetti and Dreyfus families. Dr. Harold Urey of

Columbia (as well as the *Columbia Law Review*) tried to bring some sanity into the discussion but the country and the courts only heard the word "communist" when they thought of the case.

Where were the experts from Los Alamos who could have said whether the drawings were proof of espionage? Manny Bloch comes forward to the audience at the end of the play and says, in an indictment of the decade:

"Not one scientist came forward. No one came forward to help. You have no idea how lonely it was."

Women's Liberation: The Black Perspective

By KARLA SPURLOCK and ANNETTE ADAMS

This article is the first of two dealing with the issue of the black woman and the women's liberation movement. The second article will be an interview with two black professional women — one who sees the women's liberation movement as very much secondary to the black struggle, the second who is presently very much involved in the goal of liberating women.

When a great truth once gets abroad in the world, no power on earth can imprison it, or prescribe its limits, or suppress it. It is bound to go on till it becomes the thought of the world. Such a truth is women's rights to equal liberty with man.

— Frederick Douglass

Although Frederick Douglass, black man and ardent abolitionist, saw the struggle for women's liberation as unquestionably valid, as approaching in importance the struggle of black people for liberation, many black women today are rejecting the on-going women's liberation thrust as essentially divertive and irrelevant to them.

An informal survey at Barnard reveals that the majority of black students see the current women's liberation movement as white-oriented, organized, led, with goals chiefly directed toward a white, middle-class constituency. Furthermore, these women did not see the

women's liberation struggle as central to their primary concern, the liberation of all black people.

A number of the students reject the idea of total male/female equality. "I'd rather do dishes, scrub floors, and wash walls all my life and have my man be a man, than to go for myself and end up paying his rent." Said another student, "I'd rather be put on a pedestal by my black man than be running competition against him!" Said a Barnard freshman, "I think black women should stand beside their men and not in front of them." For these black women, who have seen both men and women that have never been

allowed to fill traditional roles, the delineation of male and female positions is desirable. As one student put it, "I'm not worried about getting a job or getting a better job, black women have been 'better-jobbin' for too long. It's time for us to move over and let the black man move in. These liberated chicks are jumpin' up and protestin' about how women shouldn't have a set 'place' — Well I think it's time that black women find their place and help make a place for black men."

A few of the black women interviewed expressed a more intense personal conflict. "I believe women's liberation has legitimate reasons for demanding a change in the position of women in this society. No woman who has ever been a member of a joint male/female organization can question the validity of their protest. Who takes notes, cooks, cleans up, does not speak unless spoken to, and never makes a decision? It is also true that women's liberation is directly connected with some of the most pressing social issues that burden black people, things like poverty and family-planning. The movement could even begin to rectify some of these problems; maybe if I were

white, I would be a member of women's lib right now. As it is, I can't join because to do so would be to subjugate my blackness. Historically, black people have diluted their power and the purity of their goals when they join white groups. We can't afford to be following anybody at this point. We'd be a minority in that organization and our specific aims would have to take a back seat. Even so, I still feel strongly that black women should assert themselves and make a greater effort to utilize their creative potential. If a black man is not able to deal with that kind of black woman, then white needs that kind of black man."

A black sophomore saw the question in another light. "We must realize that it is not simply men that are oppressing women. It's this whole oppressive Western culture. In this technological society, the definition of specific roles is becoming less important for white people. Maybe white mothers can leave the house. . . TV is doing a great job of spoon-feeding their kids mass white culture. Black people cannot allow their children to drink up the kool-aid values of American society, though. If black people are going to sur-

vive, we're going to have to perpetuate our own cultural thing and black women have a special role to play here. We have to be in the home preserving — living those black images we want our children to carry inside them. Maybe the average white woman doesn't have to play that traditional female role anymore; maybe the family institution is not so important for white people anymore. But historically for black people the family has been the first, sometimes the only defense when times get rough. We've got to strengthen that family so that it can begin to start creating or recreating that "spiritual culture core that people like Ameer Baraka (LeRoi Jones) keep talking about."

Though the black women interviewed differed as to the reasons for and the degree of their alienation from the women's liberation movement, they all expressed the belief that liberation for black women means nothing as long as black men are still oppressed. "Basically it boils down to a question of priorities," said one Barnard junior. "I am a woman and I am black. How can I fight for white women to get jobs that black men still can't get?"

In the Morning Mail (continued)

(Continued from Page 2)

arrangement, otherwise no senior commuter would be permitted to draw for a room.

I must confess that I do not know what ultimately happened — whether, indeed, the number of senior commuters participating in room drawing was limited or not, but I feel that Housing officials were singularly unhelpful, uncooperative and indifferent throughout the entire proceedings.

Meryl Shapiro '71

Housing Group Explanation

To the Barnard Community:

As two members of the Interim Housing Committee, we feel it is necessary and desirous to explain to you the matters with which we dealt in order to remove some of the confusion surrounding the recent room drawing.

Our first meeting was March 17, and at that time we were told by Miss Lawton that our goal was to divide the commuter area into smaller zones in order to establish some means of providing priority for those students whose traveling time was more than that of the others. We were to deal only with

commuters and not concern ourselves with the residents and the room drawing that had been postponed until some time in legé with a permanent commit-April. We decided that such an action would be unjust without a referendum by commuters to decide their own fate and that the permanent Housing Committee should take charge, especially since elections under the new committee system were to take place soon. On March 24 we were told that the permanent committee would not be formed until next fall, and therefore the entire matter was in our hands. Spring vacation followed that meeting and our decision was to wait until classes began once more and the commuters would be present on campus.

April 7 we had our next meeting, and Miss Lawton said at that time that room drawing would take place the next week since commuters would not be involved. The committee decided that senior commuters should be allowed to draw for rooms for next fall and that sufficient time was not available to have the referendum as we would have liked. We were told on April 8 that the room drawing dates were undecided, and, since Miss Lawton was unavailable the previous day, we told

her that our decisions were to allow senior commuters to draw with the resident seniors and to have the commuters decide which priority system they desired for the waiting list. Fall of 1970 would provide the Coltee that could then hold a commuter referendum to decide the policy of priority for both the drawing and the waiting list. Laura Nelson was to type the stencil asking which senior commuters would like to draw for which building. She advised the committee and Miss Lawton that Thursday afternoon she had a mid-term exam and would take the stencil to Miss Lawton's office as soon as possible.

At 12:15 on Friday after her classes, Laura was beckoned into Miss Lawton's office and was asked about the stencil. She replied the stencil was in her room in Plimpton, she would bring it over, and no, she couldn't do more that afternoon because she was leaving at 1 for the weekend. Miss Lawton said not to bother fetching the typed stencil and to write on a slip of paper the form of the survey, which Laura did. Later that same afternoon, April 10, Sandy Willner went to Miss Lawton's office and was told that the room drawing would take place April 15-17 and that the survey would therefore have to be returned

immediately. Sandy questioned the meaning of "immediately," for a commuter who found the survey on Monday afternoon would think that "immediately" could mean Tuesday. Miss Lawton replied that it had to be returned on Monday and the list of those allowed to draw would appear on Tuesday. Many commuters complained on Tuesday that they had not received the survey or that they didn't see it until Tuesday. The list of those to receive the survey was rechecked and additions were made to allow those commuters to draw that had not received the survey at all.

In conclusion we would like to say that until Friday afternoon, April 10, no member of the Interim Housing Committee knew the dates of the room drawing and we never dealt with the residents or their drawing cards. A survey is now being taken of commuters to aid in the referendum to be taken as soon as the information has been collated.

Laura Lynn Nelson '71
Sandra Willner '71

New Bill

Dear Editors:

The destruction of our environment is a matter of urgent concern to all thinking people.

One of the largest stumbling blocks to meaningful environmental repair is the powerlessness of the American people to challenge, through legal channels, those responsible for the pollution that destroys our air, water, and land. This situation seriously handicaps the struggle for a clean environment.

In recognition of the urgent need to deal with this problem, I introduced, together with Senator Philip Hart, S. 3575, a bill designed to "provide every person with an adequate remedy to protect the air, water, land, and public trust of the United States from unreasonable pollution, impairment, or destruction." It would do so by opening up the Federal and State court system to anti-pollution suits by ordinary citizens against other citizens or government agencies, and by granting every citizen the right to challenge administrative decision-making where it is lax or in the implementation of environmental policy generally.

We need all the support we can muster and all the interest we can generate to enact this important measure. I hope you will help.

With all best regards, I am
Sincerely,
George McGovern
U. S. Senate

Proposed Rules For Public Order

The Faculty Executive Committee, recognizing the College's need for just and operative rules of order, submits the following Rules for the Maintenance of Public Order and recommends their adoption as regulations which we, as faculty, can accept in good conscience.

RULES FOR MAINTENANCE OF PUBLIC ORDER

I. PREAMBLE

Barnard College, recognizing the right of an individual to protest and to register dissent, is concerned with the protection of that right on the College campus as it may be exercised by any member of the Barnard community whether student, faculty - member, staff - member or administrative officer. At the same time Barnard College is committed to defend the right of each member of the Barnard community to carry out his or her duties and responsibilities: students to attend classes; faculty-members to teach classes; and administrators and staff to do their respective jobs. Consistent with the foregoing, the following regulations have been adopted.

II. RULES

1. In recognition of the rights of freedom of speech and assembly, peaceful protest or demonstration by any member of the Barnard community, in or on College property, is permitted.

2. The following activities, which infringe upon the rights of individuals, shall be considered violations of College rules:

- (a) obstruction or other interference with the free passage of any person about the College campus or through the entrances or exits of any College

building or facility or the corridors thereof;

- (b) prevention of the normal use or occupancy of any College building or facility or disruption of any normal College function;
- (c) use of force or violence against any person or the damaging of property;
- (d) occupation of any private office or room unless invited; or
- (e) occupation of any College building or facility during the hours when such building or facility is normally closed unless permission is secured from the College prior to such occupancy.

The foregoing shall apply to any student, faculty-member, staff-member or visitor (including but not limited to invitees and licensees), in or on College property.

3. The use of College buildings, facilities and grounds is restricted to members of the Barnard community and visitors by invitation. The College reserves the right to require evidence of any individual's qualification to use or be in or on any College building, facility or grounds and to deny use thereof to anyone who is not a member of the Barnard community or to eject anyone therefrom who is not complying with these rules.

III. ENFORCEMENT

Enforcement shall be consonant with due process of law and binding contractual agreements of the College.

1. Student violations of these rules shall be referred to the Judicial Council for hearing.

(Continued on Page 7)

BARNARD COLLEGE OFFICE OF THE DEAN OF FACULTY

March 25, 1970

Copy of the Legislation pertinent to the filing of RULES FOR MAINTENANCE OF PUBLIC ORDER.

AN ACT

To amend the education law, in relation to the regulation of conduct on college campuses and other college property used for educational purposes.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The education law is hereby amended by adding thereto a new article, to be article one hundred twenty-nine-a, to read as follows:

Article 129-A

REGULATION BY COLLEGES OF CONDUCT ON CAMPUSES AND OTHER COLLEGE PROPERTY USED FOR EDUCATIONAL PURPOSES

Section 6450. Regulation by colleges of conduct on campuses and other college property used for educational purposes. 1. The trustees or other governing board of every college chartered by the regents or incorporated by special act of the legislature shall adopt rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes and provide a program for the enforcement thereof. Such rules and regulations shall govern the conduct of students, faculty and other staff as well as visitors and other licensees and invitees on such campuses and property. The penalties for violations of such rules and regulation shall be clearly set forth therein and shall include provisions for the ejection of a violator from such campus and property, and in the case of a student or faculty violator his suspension, expulsion or other appropriate disciplinary action. Such rules and

(Continued on Page 7)

Present Rules For Public Order

I. PREAMBLE

Barnard College recognizes the right of every individual to and is concerned with the protest and to register dissent tention of that right on the College campus as it may be exercised by any member of the Barnard community whether student, faculty-member, staff-member or administrative officer. At the same time Barnard College is committed to defend the right of each member of the Barnard community to carry out her assigned duties and responsibilities without undue interference — students have the right to attend classes; faculty-members have the right to teach classes; and administrators and staff have the right to do their respective jobs. Consistent with the foregoing, and as required by State law, the following regulations have been adopted.

II. RULES

1. In recognition of the rights of freedom of speech and peaceful assembly, orderly picketing and other forms of peaceful protest by any member of the Barnard community, in or on College property, are permitted. However, it shall be a violation of the College's rules for any student, faculty-member, staff-member or visitor (including but not limited to invitees and licensees), in or on College property to be a participant in any protest or demonstration in which the participants, or to herself:

- (a) obstruct or otherwise interfere with the free passage of any person about the College campus or through the entrances or exits of any College building or facility or the cor-

ridors thereof;

- (b) prevent the normal use or occupancy of any College building or facility or disrupt any normal College function directly or otherwise;
- (c) employ force or violence against any person or damage any property or threaten the same;
- (d) occupy any private office or room unless invited; or
- (e) occupy any College building or facility during the hours when such building or facility is normally closed unless permission is secured from the College prior to such occupancy.

2. The use of College buildings, facilities and grounds is restricted to members of the Barnard community and visitors by invitation. The college reserves the right to require evidence of any individual's qualification to use or be in or on any College building, facility or grounds and to deny use to anyone who is not a member of the Barnard community.

III. ENFORCEMENT

1. Violations of these rules by students shall be referred to the Judicial Council for hearing.

2. Violations of these rules by members of the faculty shall be referred to a faculty committee for hearing and violations by non-faculty employees shall be referred to the Administrative Council.

3. In case of violation of these rules by a person not a member of the Barnard community, the matter will be referred to the local civil authorities for appropriate action including ejection from the campus.

(Continued on Page 7)

NIGHT: A place to go When there's nowhere else

By LESLIE THOMAS

"... Throw stones
Say anything . . .
and stumble into silence
Diddle in doorways . . ."

—Lawrence Ferlinghetti
"Junkman's Obligato"

How many times have you seen, or been, or felt like an isolated digit wandering around campus after dark with nowhere to go? Can't stand your room in Hewitt for another hour. The (under) blocks in Carman drive you mad. McIntosh is closed — so are the Lion's Den and the libraries. Make the circuit to the West End, the Rail, Duke's.

Where are your friends? Asleep. Or gathered in a dormitory cubicle smoking — racing the same old conversational oval, but slower and slower and you just don't want to hear it again. Get a book and try to read. Can't Watch T.V. in the lounge? Won't. There are still a lot of hours left until you can take the train down to South Ferry, pay your nickle and watch the sun come up over the water.

What can you do? Until now, your choices have been for the most part either uninteresting or unhealthy. A group of Columbia students is making an effort to fill the night time void.

On March 9, *Spectator* published a letter signed by students concerned over the growing use of heroin on campus. The statement listed seven programs which might be instituted in an effort to help alleviate the drug problem at Columbia. Out of one of those seven proposals has grown NIGHT, a place which should give students in the dorms somewhere to go besides here and there, nowhere or out.

NIGHT will open next week in the basement of John Jay Hall. It will be small, have music on tape and entertainment, and will welcome members of both the Barnard and Columbia communities every night from 10:00 P.M. until 7:00 A.M.

NIGHT's reason for being is to provide a place for talk and warmth — an alternative to the limitations of dormitories or

local bars when the long hours between academic days have set in. It will be staffed by Barnard and Columbia students who will provide expresso (free) and talk. Most of them have been encounter group members at Phoenix House, and will have weekly meetings with Doctors Phillips and Millicci, University counselors.

Previously, no real outlet existed for students for whom any sort of nocturnal problem arose. Others hesitated to discuss any difficulties with faculty or administration members. Now, if you need an ear to talk to, or advice, or help after dark, NIGHT is there to listen.

Perennial complaints of lack of community within the community rarely spawn anything but more discontentment with the disjointed quality of student life at Columbia. What little warmth is generated during the day is dispersed when the sun goes down and people drift off to their various Morningside hideaways. The formation of NIGHT is a rare occurrence. It is an effort being made by students to bring students together.

Miniver Lives

By MITZI COHEN

In a sterile age, like the twentieth Century, many people would like to retreat to a life of chivalry and romance. Some of these people got together to form the **Society for Creative Anachronisms**. Although members have Twentieth Century names, clothing, and speech patterns, they renounce all these when taking part in the Society's activities.

There is an Eastern Kingdom, centered in New York, and a Western Kingdom, centered in California. The two kingdoms officially meet twice a year, once at a tournament to select a new king and again at the coronation. At the tournament, which takes place in late April, two knights joust for the crown. Although the knight's fight with blunted instruments they use correct medieval dueling techniques. Judges rule on a participant's official "injury" or "death." During the battle a Twentieth Century device, the camera, is used to record the events. Other tournament activities are the feast, and the entertainment — which often consists of Court musicians playing the bagpipes.

At the coronation, the king, the victor of the battle, and the queen, selected by the king, re-

ceive their crowns and take their places on the throne. The royal subjects stand in two lines, one men, the other women, and pay tribute to the king by bowing and curtsying. Everyone must also face the throne when the first foods are presented to the region.

Another major event is the revel. Subjects are required to wear full costume to revels as well as to tournaments and coronations. At the last revel of the Eastern Kingdom an assassination of the king was attempted. The king kept his life, though, and was aided by a loyal knight. Such loyal subjects may receive titles at any time, and may be knighted or advanced to baron for active service to the kingdom.

During the rest of the year, the main activity of the Society takes place in guilds. Members either teach or learn the craft of their guild. There are guilds of conflicting interests such as the Royal Society for Scientists and the Sorcerer's guild. There are other guilds that perform assigned duties for the Court's gatherings such as the Equiary guild (which makes food like meat pies and cider), the Calligrapher's guild (which designs

(Continued on Page 7)

Open Letter to the Faculty

(Continued from Page 1)
only in the most extreme cases.) Such a modification would be consistent with Barnard custom, which shows a proper concern with judicial process and a proper suspicion of arbitrary authority.

If our rules allow suspension by executive order, then we must try to state clearly the time limits of such suspension—that a judicial proceeding must be initiated within such and such a time period. And in the case of faculty members, "suspension" must be defined. Does it mean simply no pay, or not being allowed to meet one's classes, or both, or what?

3. On April 10, the State Assembly passed a bill that attacked in a serious way the right of colleges to govern themselves. The bill required colleges that receive state funds to suspend students convicted in civil courts of having committed campus offenses. A ten-day jail sentence demanded a year suspension; a month jail sen-

tence a three-year suspension; a three-month jail sentence a five-year suspension.

Fortunately, the Assembly bill died for the current legislative session when the legislature adjourned this week. We believe, and we are convinced that on this issue the Barnard faculty will be united, that such bills are in direct conflict with the autonomy of Barnard College and of all academic institutions in the state of New York. It is, in our view, the responsibility of the faculty to determine its judgments of such situations and to make its views perfectly clear to all members of the college and, through our administration and trustees, to the community at large.

Other colleges are asserting themselves against legislative threats to their independence. Haverford, for example, has refused, at the loss of scholarship aid from the State of Pennsylvania, to give the state names of students involved in campus disorder. We would think that

Barnard would also wish, if necessary, to find ways to assert its traditional values and prerogatives.

Members
of the
Barnard
Faculty

Cakes & Ale

By RUTH STEINBERG

Pink Lady

1 oz. Lemon Juice
1½-1¾ oz. Gin
1 oz. Simple Syrup*
1 oz. Heavy Cream
8-10 drops Grenadine
Frothies*

Put ingredients into cocktail shaker pouring over ice. Shake well. Strain into Whiskey Sour Glass.

*Simple Syrup — To make Simple Syrup add 1:1 ratio of sugar to warm tap water; mix well and allow to set 15-20 minutes.

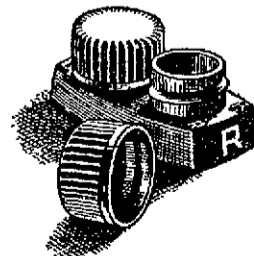
*Frothies may be purchased at any good supermarket.

are your contact lenses more work than they're worth?

If you're tired of using two or more separate solutions to take care of your contact lenses, we have the solution. It's Lensine the all-purpose lens solution for complete contact lens care—preparing, cleaning, and soaking. ■ Just a drop or two of Lensine before you insert your contacts coats and lubricates the lens surface making it smoother and non-irritating. Cleaning your contacts with Lensine retards the buildup of foreign deposits on the lenses. ■ Lensine is sterile, self-sanitizing, and antiseptic making it ideal for storage of your lenses between wearing periods. And you get a removable storage case on the bottom of every bottle, a

Lensine exclusive for proper lens hygiene. ■ It has been demonstrated

Bacteria cannot grow in Lensine. ■ Caring for contact lenses can be as convenient as wearing them with Lensine, from the Murine Company, Inc.



that improper storage between wearings may result in the growth of bacteria on the lenses. This is a sure cause of eye irritation and could seriously endanger vision.

Father Knows Best...

(Continued from Page 2)

will never be enforced. If they're passed, they're as good as enforced. In 1953 Millicent McIntosh met with the Trustees of Barnard College to discuss something that was never going to happen. It concerned the behavior of faculty members who were called before Senator Joseph McCarthy's committee. A Barnard faculty member who invoked the fifth amendment would be automatically suspended from the college. "But there is no reason to believe that any of our faculty members would be called before that committee." A year later that very impossible thing happened.

The faculty and administration are not even considering our opinions seriously. We "misguided youth" don't know of what we speak. No one's going to tell us either. Because we could not get factual information, *Bulletin* printed several errors last week in an article about the rules. But not one person, administrator or faculty member, questioned these inaccuracies. When we called members of the faculty about the rules, very few wanted to comment. Why not?

There will be a meeting next week about the rules. It won't be boring. Every student must be there. At times it seems that every student at Barnard has had her vocal chords removed upon admission. If your vocal chords are still intact, come to the meeting and make your opinions known.

M.A.S.

Present Rules...

(Continued from Page 5)

4. In case the President of the College determines that the normal College procedures are inadequate to cope with a violation or threatened violation of these rules she may request the local civil authorities to deal with the situation including obtaining court action where appropriate.

IV. PENALTIES

Any member of the Barnard

community who is found to have violated these rules may be subject to suspension, expulsion or such other appropriate disciplinary action of a lesser degree as shall be determined upon a hearing before the designated Council or committee. Pending such hearing the President of the College shall have the right to temporarily suspend any student or faculty or non-faculty member.

Notice...

(Continued from Page 5)

regulations shall be filed with the regents and the commissioner of education not later than ninety days after the effective date of this act. All amendments to such rules and regulations shall be filed with the regents and the commissioner of education not later than ten days after their adoption.

2. If the trustees or other governing board of a college fails to file the rules and regulations within the time required by this section such college shall not be eligible to receive any state aid or assistance until such rules and regulations are duly filed.

3. Nothing contained in this section is intended nor shall it be construed to limit or restrict the freedom of speech nor peaceful assembly.

This act shall take effect immediately.

The Act was dated February 18, 1969.

Miniver...

(Continued from Page 6)

printing often used for the Society's Newsletter), the Artisan's guild (which makes helmets, chain mail and weapons), and the Musician's guild.

The Society also acknowledges modern institutions like the Cloisters museum. Yet, even when in the outside world they conduct themselves according to a chivalric code. They surround themselves with medieval customs and are consistent with their intention (regardless of its earnestness) to live out of their times.

Faculty Rules...

(Continued from Page 5)

2. Faculty violations of these rules shall be referred to the Faculty Executive Committee for hearing, and violations by non-faculty employees shall be referred to the Administrative Council.

3. In case of a violation of these rules by a person not a member of the Barnard community, the matter will be referred to the local civil authorities for appropriate action including ejection from the campus.

4. In case the President of the College determines that the normal College procedures are inadequate to cope with a violation or threatened violation of these rules she may request the local civil authorities to deal

with the situation. The President may obtain court action where appropriate.

IV. PENALTIES

With due regard for civil liberties and professional rights, any member of the Barnard community who is found to have violated these rules may be subject to suspension, expulsion or such other appropriate disciplinary action as shall be determined upon a hearing before the designated Council or Committee. Disciplinary action against a member of the faculty shall be subject to the review of the Trustees. Pending such a hearing, the President of the College shall have the right to suspend temporarily any such member of the student body or staff.

**ECOLOGISTS
UNITE!**

**Help Stamp Out
Cigarette Stomping
On Good Floors!**

**USE AN
ASHTRAY!**

**OPEN
UNDERGRAD
MEETING
TO RE-REVISE
BARNARD
RULES
WEDNESDAY,
6 P.M.
JEAN PALMER
ROOM**

BULLETIN BOARD

Balkan Folk Festival

Spring this year brings not only crocuses and daffodils on the Barnard lawn, but the Barnard Folk Festival as well. This coming weekend, May 1, 2 and 3 the Balkan Folk Dance Group is sponsoring a program of workshops in folk dance and folk song films, lectures, and entertainment, including a Balkan Folk Concert. All events except the concert are free to Barnard students.

The dance workshops will include one in Romanian Dance, taught by Eugenia Popescu-Judetz. Mrs. Judetz is ballet master and choreographer of the Romanian Folk Ensemble "Perinza." Also a workshop in Israeli Dance taught by Alayah Kadmar Goren, an experienced dancer and choreographer and a Balkan workshop by Martin Koenig, instructor of Balkan Dance at Barnard and Sarah Lawrence.

On Sunday night from 7 to 9, the New York Balkan Folk Group directed by M. Koenig, with Mrs. Judetz will present a Balkan Folk Concert. Other events of the Festival will include a slide presentation of

medieval art and frescoes from the Balkans, by George Stricevic, Visiting Professor in Medieval Art at Barnard; a workshop in Slavic song; and a showing of 1948 Israeli folk dance films.

The Festival is co-sponsored by the Barnard Balkan Folk Dance Group, the Board of Managers, the Earl Hall Folk Dance Circle, the McIntosh Activities Council, and the Orthodox Christian Fellowship.

SCHEDULE OF EVENTS

FRIDAY, MAY 1
Earl Hall —
9:00-12:00 — Bulgarian Dance Workshop, Bulgarian Ethnographic Dance Films and Dance Party

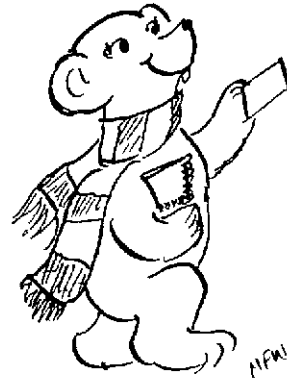
SATURDAY, MAY 2
Earl Hall —
10:30-12:30 — Slavic Song Workshop
2:00-5:00 — Romanian Dance Workshop, Romanian Ethnographic Dance Films

McIntosh Center —
7:00 — Medieval Art and Folklore in the Balkans; Yugoslav Ethnographic Dance Films

12:00 — International Folk Dance Party.

SUNDAY, MAY 3

Earl Hall —
2:00-5:00 — Israeli Dance Work-



shop; Ethnographic Dance Films.

Ferris Booth Hall —
7:00-9:00 — Balkan Folk Concert.

Earl Hall —
9:00-12:00 — International Folk Dance Party — Live Music, Food, Films.

Barbecue

Friday, May 1st. May-Day Bar B-Q, Lehman Lawn, 4-6 p.m., sponsored by McIntosh Activities Council.

Travel Aid

American International Academy has just announced a new student finance program that now permits almost every high school and college student the opportunity to study in Europe or the Orient this summer, according to A.I.A. President Robert Jones.

Financing is available on all twelve A.I.A. college accredited courses that vary in price from \$795 to \$995 and include round trip jet air transportation from designated departure points to destination, ground transfers, transportation between cities by bus or train, accommodations and meals, insurance, seminars and on-site studies, and a variety of special materials.

Students wishing additional information may contact the Academy's Regional Director by writing P.O. Box 718, Garden City, New York 11530, or calling (516) 887-1758.

Opera

The Barnard Gilbert and Sullivan Society will present "Rudigore," on April 28, 29, 30; May 1, 2.

Price for Tuesday, Wednesday and Thursday evenings at 8:30 p.m. is \$2; Friday and Saturday evenings at 8:30 p.m., \$2.50, and Saturday matinee at 2:30 p.m., is \$2.

City Culture

For any reason do you want to know more about the art, architecture, or photography of NYC? Dublin? Budapest? Ibadan? Addis Ababa? Or for any reason would you like to read about Black politics, sociology or history? Or anything else about the city, its planning, its politics and its problems? If so, come to the reading room of the Center for the Culture of the City, Barnard Hall. **OPEN:** Mon., Thurs. and Fri.: 2-5; Tues. and Wed. 3:30-5.

Join Bulletin

We Want You To Join Our Church As An ORDAINED MINISTER And Have The Rank Of DOCTOR OF DIVINITY

We are a non structured faith, undenominational, with no traditional doctrine or dogma. Our fast growing church is actively seeking new ministers who believe what we believe; All men are entitled to their own convictions; To seek truth their own way, whatever it may be, no questions asked. At a minister of the church, you may:

1. Start your own church and apply for exemption from property and other taxes.
2. Perform marriages, baptism, funerals and all other ministerial functions.
3. Enjoy reduced rates from some modes of transportation, some theaters, stores, hotels, etc.
4. Seek draft exemption as one of our working missionaries. We will tell you how.

Enclose a free will donation for the Minister's credentials and license. We also issue Doctor of Divinity Degrees. We are State Chartered and your ordination is recognized in all 50 states and most foreign countries. **FREE LIFE CHURCH-BOX 4039, HOLLYWOOD, FLORIDA 33023.**

**OPEN
UNDERGRAD MEETING
TO FORMULATE
ALL COLLEGE RULES
Wednesday, April 29
Jean Palmer Room — 6 p.m.**

DEMONSTRATE!!

WE DEMAND GYNECOLOGICAL SERVICES.

MEET!

Sundial, Noon, Thursday

WILL MARCH TO ST. LUKE'S HEALTH SERVICE

Barnard and Columbia Women's Liberation

CSC BARNARD SUMMER GOVERNMENT INTERNSHIPS

**General Meeting
Wednesday, April 29th
4:00 P.M.**

**Recreation Room
Lower Level McIntosh**

**Or Contact:
Pat McGrath: X2096
Eleanor Wagner: X3606**

Buy EMANON

Editorial positions for the Barnard Bulletin are open to interested Barnard and Columbia students for the year September 1970 through September 1971. Positions of news, features, and managing editors are available. Applicants will be asked to demonstrate their ability by planning a "page" of Bulletin and by submitting a writing sample. Anyone interested should contact the Bulletin Office, 107 McIntosh Center, 280-2119, 280-5328, or 280-4959.

DEADLINE IS MAY 1, 1970