

Barnard Bulletin

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THURSDAY, APRIL 3, 1975

Discipline at Barnard

by Jessica Zive

This is the second in a series of articles explaining each Undergraduate organization. As well as describing the individual committees, their purpose and function, these articles seek to show how the independent organizations and committees are related to each other and to the overall functioning of the college.

Prior to the establishment of the Tripartite Committee System at Barnard in 1970, all infringements of all-college rules and other offenses such as cheating and plagiarism were dealt with exclusively by the administration. Enforcement of these rules, and questions about proper disciplinary procedure at Barnard led to the relatively complex hierarchy of disciplinary committees we now have at the college. The most important of these, the Judicial Council, is an outgrowth of the Tripartite Committee System. It has divided itself into two separate panels.

Council I of the Judicial Council hears only alleged violations of all-college rules (defined in pgs. 22-31, *A Guide to Barnard*) or a Columbia University rule if

the violation is committed by a Barnard student on Columbia University property. If charges are pending in city, state, or federal court, the Judicial Council may not consider the student's case.

To bring a student before Council I, any member of the college community must submit the charges, in writing, to the chairperson of the Judicial Council, Christel Ford. A five day period is permitted to elapse between the day of the alleged violation and the day the charges are received by the chairperson. At that point, Council I decides to hear the case, a member of the Council meets with the defendant to explain the procedures of the Council, and to set a hearing date. The complainant must present evidence of the alleged violation, and both complainant and defendant are urged to present witnesses.

The power of Council I is nebulous. The By-Laws of the Tripartite Committee System at Barnard define the ultimate power of the Council as "suspension for an indefinite period with the provision that the defendant may apply for readmission only after a specified period of time." Its power to penalize has never been realized. Council I now has charges pending against Sara Allen, Laurie Malkoff, Merri Spear, and Robin Alexander, for their involvement in the Revolutionary Student Brigade's occupation of Dean Picker's SIA office. This case is the first to come before Council I since its origin in 1970.

The appellate section of the Judicial Council has had little more use than the hearing section. In its history, it has reviewed one appeal case, originally heard by Academic Council. Council II must grant all appeals in which the Dormitory Council, Academic Council, or Council I have recommended suspension, and all lesser sentences are

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Murphy Ticket Wins; Student Vote: 40.2%



Barnard's student government has been organized in various ways since the school's inception in 1889. Pictured above is the Student Council of 1920-21. (Photo courtesy of Barnard Archives)

by Alison Collins

When the dust cleared after last week's elections, the Worcester Computer Center counted the ballots of the 40.2 per cent of the Barnard student body who voted and found that Gwyneth Murphy won the coveted office of President of Undergrad. Murphy's 290 votes represented 39.1 per cent of the 784 vote total.

The rest of Murphy's ticket was also victorious as Robyn Grayson was elected Senior Vice-President with 53.8 per cent of the total vote, and Ruth Leibowitz was elected Treasurer with 53.4 per cent. Beryl Kaplan, who was Jennifer Fox's team mate, won the office of Vice-President at Large with 48.1 per cent.

Michele Evans was high scorer with 61.5 per cent, the largest percentage of the vote, as she was elected Student Trustee and Karen Bivens, with 51.9 per cent, was chosen Student Senator.

Those chosen to the Coordinating Council were Sandi Ingram, Rebecca Glicksman, Patricia Stephens and Robyn Grayson. Grayson, however, was also chosen Senior Vice-President, so she has relinquished her spot on the Council to Helen Bennett who was next in the vote total. Leah Nathans will be going to the Budget Review Committee while Enola Aird, Natalie Roche, Linda Delorme, Fe Morales, Roberta Berman Beth Steinberg, Nofa Villemur, Sharon Banks, Ellen Goldstein, and Christel Ford were elected to the Judicial Council.

Ileen Paley ('78), Irene Matalbes ('77), and Rebecca Glicksman ('76) won spots for the Admissions and Recruitment Committee. Jean Ann Kiewel ('77) and Fe Morales ('76) will be joining the Academic Council.

Joy Beane and Jennifer Fox were voted to the Women's

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Faculty Pay To Rise 8.5% Trustees Must Approve Increase

by Beth Falk

Pending trustee approval, salaries for all full-time faculty at Barnard will be increased by 8.5% as of July 1. In addition disability insurance is to be installed.

The proposed increase was approved at a faculty meeting last Monday despite controversy over the 8.5% figure. The faculty had originally called for an increase of 13%, which was later adjusted to 10.8%, in addition to demands for fringe benefits. Faculty members now receive no disability insurance and only twenty-one days of complete medical coverage.

According to President Martha Peterson, the faculty meeting was like "the peaceable kingdom." "They said they wished we could have given them more, but that it seemed like a reasonable budget," she added.

Professor Remington Patterson, who is involved in the situation as both administrator and faculty, felt the final increase was "significant, generous, and realistic." "The 8.5% salary increase, along with the other fringe benefits agreed upon by the Faculty Finance Committee yield a total increase of about 10%." Patterson further commented, "It is quite generous in light of other increases; I know of no other institution in which the faculty salary increase is as high."

Professor Clive Kessler, a member of the Faculty Finance Committee said that the reason the faculty accepted the administration's recommendation of an 8.5% salary

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JDL v. Barnard Ed. Program

The Barnard Education Program may face a legal suit regarding charges brought by the Jewish Defense League. JDL has asserted that twelve wait-listed applicants to the Program who attended Yeshiva Schools were discriminated against.

In response to the charges, Susan Sacks, director of the Education Program, said yesterday, "The charges are absolutely unfounded. We have never been discriminatory by sex, religion, race or creed—it absolutely isn't true." Sacks added that she had received no further information about the suit or the charges, stating, "What we know is what we read in Spec. But there is just no evidence."

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Gregory Dinner Named for First Prof

Emily Gregory came to Barnard to teach Botany in 1890, and in the next seven years provided a remarkable role model for her students. At a time when higher education for women was widely viewed with suspicion, she taught undergraduate courses, directed rigorous graduate work, and pursued her own research. Having experienced great difficulties in her career, she worked to increase opportunities for her students.

After graduation from Cornell, Gregory earned her doctorate in Botany from the University of Zurich. On her return to America she was offered several jobs teaching elementary school. Rather than accepting one of these, she managed to convince the University of

Pennsylvania to take her on as its first woman teaching fellow.

In 1890, Barnard's second year of existence, the Torrey Botanical Club equipped a laboratory at the College prompting Dr. Gregory to offer to teach without pay. Columbia—which at that time still provided Barnard's faculty and determined Barnard's curriculum—recognized her outstanding qualifications and appointed her lecturer.

Within a year Gregory was earning a regular salary and fighting for her beliefs. She convinced the administration that, despite the lack of space in the College's one building, instruction would suffer badly if the Botany labs were used for Chemistry

courses as well. She championed the cause of graduate students at Barnard (the so-called "science specials") who could do their Ph.D. qualifying work no where else in the city, and at some personal sacrifice paid her lab assistants out of her own funds. In order to keep up with developments in her field, Gregory traveled to Europe in the summer to do research and to buy the latest scientific instruments for the Barnard lab.

In 1895 Emily Gregory accepted the University appointment as Professor of Botany in Barnard College. She was the first woman so honored. Her untimely death two years later cut short her brilliant teaching career and left all friends of Barnard saddened.



Get into the habit. Bulletin is looking for new talent, new ideas. We'll teach you the tricks of the trade. Faculty are also invited to participate. Come to our weekly meetings—every Thursday at 5:00 in 107 McIntosh, or just drop by.

Yale Trustees Adopt 'Free Speech' Policy

(CPS)—Trustees at Yale University have adopted a policy calling for the suspension or expulsion of anyone who engages in "willful and persistent" disruption of free speech at the university.

The policy grew out of incidents at the university involving William Shockley, the controversial physicist, who holds that blacks are genetically inferior to whites in intelligence.

Shockley was invited to speak at Yale three times. The first two engagements were cancelled after protests from student groups and Yale President Kingman Brewster, Jr. On the third occasion, Shockley actually appeared but was drowned out by

shouting and catcalling demonstrators until he finally left the rostrum.

"The banning or obstruction of lawful speech can never be justified on such grounds as that the speech or the speaker is deemed irresponsible, offensive, un scholarly or untrue," a student-faculty committee looking into the disturbance declared, and recommended disciplinary action against disrupters.

The trustees approved the committee's recommendations, adding that they "would not expect the president or any other officer (of the university) to seek to dissuade any group from inviting a speaker except in the most unusual circumstances."

Election Results

(Continued from page 1)

Executive Committee. Beryl Kaplan was also chosen but has not yet decided which position (this one, or Undergrad's Vice-President at Large) she will take. Andrea Katz in Social Sciences and Amy Fox in Physical Sciences were chosen to the Committee on Instruction. Ruth Leibowitz won in Humanities but, since she was also elected Treasurer of Undergrad, has given her spot up to Carol Ann Allen.

The fans also gave a

standing ovation to the proposals that the name of the Academic Council be changed to the Honor Board, that less than half the Board's total membership, which will remain at nine, will be faculty members, and that all student members will be elected from now on. The faculty has reviewed these decisions and has determined that the membership of the Board will be six students, three faculty members.

According to results of the questionnaire on Intercollegiate Sports at Barnard, students feel that Barnard should provide an inter-collegiate athletics program with a few teams to be established as a pilot program to see how they would work. The majority of the voters said they would be willing to see an increase in the student activities fee from \$30 to \$35, \$5 of which would go to support the intercollegiate program.

Of the five voting places, BHR had the best turnout while McIntosh was the biggest disappointment with only 314 votes out of a possible 831.

Barnard Discipline

(Continued from page 1)

accepted or rejected at the judgement of the panel. If the decision reached by Council II still does not satisfy the defendant, she may request "executive clemency" from President Peterson.

The Judicial Council has a membership with a large student plurality. The membership consists of seven elected students and three student alternates, four elected faculty and two faculty alternates, and one administrator and one administrative alternate. The entire council has met once this year, to divide its members in the two councils.

The two other facets of the disciplinary system at Barnard are Academic Council and Dorm Council. Neither of these are associated with the Tripartite Committee System except when their decision is appealed to Council I of the Judicial Council.

Each Barnard dormitory is responsible for establishing its own Dorm Council and set of rules. The BHR Dorm Council is perhaps the best defined of the existing councils. Discipline is regularly instituted by Phyllis Zadra, director of BHR, usually in the form of fines. Theoretically, a student may appeal any punishment imposed upon her by the director to either the BHR Arbitration Board (six members who do not sit on Dorm Council) or the BHR Judicial Jury (five Dorm Council members). They may fine students and/or suggest suspension or expulsion from the dormitory or the college. This hearing system has never been used. Surely, residents have been dissatisfied with dormitory punishments, such as fines for tape marks on the walls or noise. "They probably don't even know they can appeal a fine," said one concerned student; the present President of BHR Dorm Council sadly agreed.

The Academic Council,

which deals with violations of the honor code such as cheating, plagiarism, stealing books, and falsely signed attendance sheets, has recently undergone many changes. In 1912, Barnard established the Honor System, this year it has been revoked in part, and professors are now required to remain in the classroom during exams.

During the last Barnard election, a referendum appeared on the ballot concerning the change of the name from Academic Council to Honor Board and its constituency from nine students to six students and three faculty members. The referendum was supported by students and passed at the March 31 meeting of the faculty. The six students are to be elected, two each, from the senior, junior, and sophomore classes, eliminating representation from the freshman class entirely. This change is to allow immediate implementation of the council instead of the customary wait until after fall elections.

In the academic year 1973-74, six cases of dishonesty were brought before the council, and so far, only three this year. "The only problem with the Academic Council is that not enough cases are brought before it. It is a good procedure—with the emphases on student involvement and due process," commented Dean Bruce Feld, officer of record for the Council.

To bring someone before the Academic Council, the complaint should be written and addressed to LaBrianna Jones, chairperson to the Council. All students found guilty of cheating by the council automatically receive a zero on the work in question. The Council may recommend the significance they feel this zero should be given. For first offenders, nothing appears on the record regardless of the Council's decision.

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New Undergrad Officers Speak for Themselves

by Lisa Lerman

The newly elected Undergrad officers came to the Bulletin office on Monday afternoon for their first official interview, also their first meeting together. To any unknowing observer they might be four ordinary Barnard students; they are in fact four ordinary Barnard students who decided to run for office and happened to win.

They have in common that all identify themselves as

"You have to get an 'A' in bureaucracy, to graduate from Barnard."

"There is no reason why an institution of 2,000 should be run like a school of 20,000."

feminists, live in the dorms, and do not exceed five feet two inches. Their origins, ideas, plans, aspirations, and styles are all markedly different.

Our new president, Gwyneth Murphy, is energetic, loquacious and immaculately dressed. She was wearing lipstick and big earrings and drinking tea from a styrofoam cup. A Latin major, she wants to go to graduate school and teach physical education.

Robyn Grayson is the senior vice-president. One of two marchers in the group (last seen at the Fifth Avenue International Women's Day March) she is disarmingly unpretentious but also forceful and articulate. This one

has guts. With luck she will demonstrate ingenuity to match her ingenuousness.

It is a break from the recent past for an Undergrad officer to be seen demonstrating on campus against the University and the Shah of Iran as did Beryl Kaplan the vice-president at large on Monday night. The future gynecologist came to the afternoon meeting wearing a railroad engineer's cap and overflowing with witty albeit trivial proposals for the student government. "I want to paint

all the bathrooms fire-engine red and put new songs in the juke box," she declared upon arrival. However unruly she might be, Kaplan manages to channel her energies in productive ways.

Ruth Leibowitz has all the qualities essential to a good treasurer. Hard working and level-headed, her reserved demeanor is, if anything, an asset for the officer who must contend first-hand with college finances. Recognizing that the distribution of Undergrad funds is a huge and difficult job, Leibowitz asserted, "You can't ignore a viable student activity regardless of your prejudices." The Brooklyn sophomore felt that her election campaign had been successful in part

because of the large amount of time she spent talking with students in the dormitories.

The interview began with a discussion of the Undergrad organization, comparing the present system with the officer's anticipated goals and anxieties. Leibowitz commented that the student government is now "more vital than the ones that were here when I was a Freshman. There were not many visible issues dealt with, and not enough delegation of work."

Murphy characterized the year's group as having done "a lot of business organizing in preparation for action on issues. They made the organization one that a lot of students know about." On a more critical note she added "Undergrad got along with the administration to the point of ceasing to be students at times."

"The main positive quality of this year's Undergrad," according to Kaplan "is that they were workers." However, she characterized them as "too conservative" for her taste and "more anxious to remain in favor than to press for changes."

The new officers talked about the Barnard administration with even less sympathy than they accorded the present Undergrad officers. "There is an incredible amount of red tape," said Kaplan. Murphy asserted, "There is no reason why an institution of 2,000 should be run like a school of 20,000."

Grayson summed up the problem succinctly. "You

have to get an 'A' in bureaucracy to graduate from Barnard." She observed, "The administrators' desire is to maintain the status quo. Change bothers them. They want to make things easier for themselves. We want to make things easier on the students."

Agreeing with Grayson, Murphy said, "In general I think the first concern of the administration is not with students." More extreme in her views, Kaplan made clear that she does not plan to be influenced by Barnard administrators. "I don't bend easily," she noted, "If I believe in something, I stand behind it. I don't care if I'm in Peterson's favor or disfavor."

The officers talked about the role of Undergrad as a representative of the student body. Leibowitz was adamant that "Organizing the students around issues is one of our most important jobs. Undergrad is what you make it. We can make it a real channel for student complaints."

Murphy talked about her interest in changing the school. "Only after everything else has been tried and the problem has not been given full consideration would I advocate disobeying a rule. I did withhold my board in order to force Barnard to improve the food services."

Grayson commented, "We have to make it easy for students to delineate their problems and voice their opinions." "It all boils down to communications," added Murphy.



Opinion

Race Relations: A View From Reid

This article represents only the opinion of the person who wrote it. It is not an expression of Bulletin's view. Other perspectives on this issue are invited.

On March 20 at 1:00 a.m., a Columbia student and I (both white) were walking down a hallway in BHR, and we passed two women students. One was kicking someone's door. The Columbia student asked her why she was kicking the door, and the other woman replied sarcastically that she was trying to break her leg. When he asked her why, she stopped and told him to mind his own business and not interrupt her conversation. He began to argue his right to have asked her a question. Within a few minutes the high crime of asking the woman why she was kicking on the door developed into a first-degree crossing of interpersonal racial barriers.

The Columbia student was looking for a fight in the name of principle, and it seemed as if he was going to get one. Most of 7 Hewitt were standing at their doors to see what the hollering was about. Someone ad-

dressed us as "fucking whites."

"Don't go around calling people 'fucking whites,'" said the Columbia student.

"I can call you anything I want."

"How would you like it if I called you 'fucking nigger?'"

"Go ahead."

I was hoping he'd say, "But I don't want to call you 'fucking nigger.'" But he just said, "Okay. Fucking nigger," and we went downstairs.

There seems to be some fairly intense hostility going on here, and from what I've heard, what happened to me is pretty much an everyday occurrence. When I asked by white

friends what they thought of the situation, the typical answer was: "It's a sad situation, you can't really blame the blacks for reacting as they do, and why are you trying to make trouble?"

This unwillingness to upset matters seems to be the general feeling on campus. On 7 Brooks, for example, the everyday situation between blacks and whites is simple non-communication. The

whites don't bother the blacks and the blacks don't bother the whites. These conditions are considered peaceful. Hostile outbursts happen only when someone disrespectfully crosses the communication barrier, as my friend did two weeks ago. Thus 7 Brooks' general reaction was that that dumb white boy sure had a lot of nerve to talk back.

Certainly group identity and pride is necessary for black liberation, but building a racial wall does not lead to harmony with the rest of the world. We seem to have lost sight of the ideal of the brotherhood of all mankind.

Racial bigotry at Barnard is present in all forms, from good old-fashioned nigger hating, to militant black pride and white-hating, and back to fear of all blacks who might be hostile militants. I don't know how to get rid of racism. But I do know that it is a cop-out to say that it is impossible to wipe out racism in our own time. And it is a cop-out to meekly accept the situation as it is, no matter how disgusting. And this situation is genuinely disgusting.

— Lisa Lapp

Examining Student Govts.

(CPS)—As election time rolls around again, students are speaking out about the effectiveness and worth of their student governments.

Today's prevailing criticism of student governments is typified by Minnesota presidential candidate Mark Deziel who ran on the "Pail and Shovel" platform. Deziel said he felt the "present SG is a cruel joke on every student because of its uselessness. It has been reduced to the status of a sandbox."

According to Sanford Hartman, a student leader at Drew University, "SG has become synonymous with administrative politicking and ideological speech making."

The Daily Californian newspaper at UC Berkeley has agreed: "The reason SG does not command respect is because it doesn't deserve it. It is like the theatre of the absurd. Party rivalry, petty jealousy and personal conflict have often divided the senate."

Aside from politicking, student government representatives have also been criticized for being out of touch with their constituents.

According to Kansas State University's student president Bob Gage, the faults of the system are that "student representatives have not been

accountable to the student body and that the executive branch has not been accountable to the legislative branch."

Since 1971, a number of student officers at the University have been charged with exceeding campaign expenditure limits, embezzlement and rigging elections. In addition, the 1972 president and treasurer have been cited in a civil suit with misusing \$42,080 in student government funds. And the 1973 president has been sued on criminal charges for siphoning off nearly \$16,000 in student monies.

Student government leaders, however, have responded by criticizing their constituencies.

Tim Allen, vice-presidential candidate at the University of Utah said, "There is no solution to student apathy, you have to make yourself accessible to students in principle, but you can't make them take advantage of it."

Whether because of apathy or disillusionment, election participation has continued to plummet. For instance, at the University of Missouri, voter turnout in the last election was a booming 5 per cent.

As a result, some colleges and universities have come up

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Practical Poems

Most Barnard students face a myriad of problems, not the least of which are the early Pass-Fail date, the inadequate advisory system, steady tuition rises, unlivable dorm conditions, a puny sports program, and other apathetic students. The newly elected Undergrad officers must contend with these and an infinite number of other student concerns. Like all those who have preceded them, but perhaps more sincerely, they have asserted that they will be open to student opinions and complaints. All of us know what the issues are; the question is who will act on their ideas first; the organization or the individual.

Openness is not enough. Not only is Undergrad a representative body, it is a responsible body. In order to tap student views and student energy it is necessary to seek out the students, not just to leave the office door open. Affirmative action is essential to a functional student government.

With the changing of the guard, and the beginning of April, the time has come to remind the school of some of its concerns, in case anyone forgot what it was they cared about.

There was a young girl six feet tall
Who said, "Barnard does nothing at all
For an athletic girl
With moves like the Pearl
Who longs to play pro basketball."

There was a young woman named Beryl
Who joined Undergrad at her peril.
Trying to organize
The girl got a surprise
All the students were very puerile.

A student once studied quite hearty
Which led to a need for Bacardi
When midterms came round.
She became quite unsound.
As for Pass-Fail, she was much too tardy.

In New York there lived a young girl
Who said, "This school might be a whirl
But I can't pay the fees
Without feeling the squeeze
With Aid, I might live like an Earl"

There was a poor student at Barnard
Who wondered what course would be less hard
Advice she could not find
Never made up her mind
Her advisor spoke just like a retard.

The tuition at Barnard's a fee,
With a growth that resembles a tree;
Always branches yearly,
And costs us quite dearly
But no added service, we see.

There once was a girl in a dorm
Whose room was quite clearly the norm
She said "I have reproaches
For all these cockroaches
And I'll yell till I see some reform."

Letters: Iran Conflict, Women's Studies, Bulletin Editorials

Curriculum

To the Editors:
Barnard Announcement 1974-1975 states:

In keeping with its tradition, Barnard is concerned with the problems and potentialities of women today. The Barnard Women's Center, now in its fourth year, reaffirms the College's commitment to helping women realize their potential.

The College should extend this "concern with" and "commitment to" relevant education for women beyond the walls of the Women's Center and incorporate this concern into all aspects of the Barnard academic community.

We urge all students to affirm the commitment to the education of women and the development of individual student potential at Barnard by supporting the establishment of a Women's Studies Concentration, (a departmental major, with special concentration on women's studies in the given major), the creation of faculty-student co-ordinating committee to administer the program, and the grouping of all curricular offerings focusing on women's studies in the catalogue so that students have an easily accessible reference to these courses.

It is time for Barnard to implement its "announced" concerns about the education of women in the formation of academic policy, and turn the image-in-print of Barnard into a working, relevant educational alternative for women. Support the move for women's studies at Barnard.

Carol-Ann Allen B'76
Jean Anne Kiewal B'76

Politics

To the Editors

We've all heard the rhetoric before. The Shah or Iran is a fascist and Columbia University should have nothing to do with him. He's a pig. He imprisons his enemies for life, or executes them. By being associated with a university that associates with him, we are tacitly condoning his immoral actions. Right?

The question is—Why the Shah of Iran? Columbia has dealings with other "fascists," yet no one has lifted an arm—may, a pinky—in protest. Presidents McGill and Peterson are both trustees of huge energy cartels—this, again, no one really seems to mind. So why all the concern over the Shah of Iran?

Thus being the time of passover, we may ask ourselves—How is this "fascist" different from all other "fascists"? There are several intriguing answers.

Firstly, six Iranians, while practicing their constitutional rights of civil disobedience, were arrested. Conviction means possible (not mandatory, as some sources submit) extradition, which in turn means persecution. Lack of prosecution, and adherence to the Iranians' reasons for protesting, means a loss of \$360,000. Hence, we are faced with a moral question—supporting (or not supporting) the Iranian students, which inevitably hits us in the pocketbook. Individual student support for the Iranian students is admirable.

Yet there is another factor—the Revolutionary Student Brigade. Their motives fall under much more serious questions, for they have a history of supporting "fascists"—such as the

presidents of Iraq, Syria, Egypt. The PLO... Why do they now reverse themselves?

The answer lies in Iran's tacit support for Israel, and the Iranian Moslems "thousand year feud" with Arab Moslems. By supporting the "Pawn of American imperialism" Iran has drawn the unrequited wrath of the all-powerful R&B. By selling Israel oil (at popular prices, of course) Iran has refused to support the "fascist" friends of the RSB. By supporting the most Socialist country in the Middle East, and rejecting the "needs" of her Arab neighbors, Iran has confirmed her "support of imperialism" to the RSB. Hence, Iranian support.

Due to this dichotomy of motives, many students—interested in upholding their personal morality—have remained abjectly neutral, regarding the whole scenario with disgust. They are faced with supporting, Iranians deserving of their support—while at the same time tacitly supporting the RSB, or refusing to give the Iranians the support they need—because joining with the RSB is too repugnant to them. Their only hope is internalizing the problem, in the hope that the Iranians will win their case in court, so that the RSB can shrink back to nothing in status and prestige.

Robert Brager, Columbia '76

Drop Charges

To the Editors:

The Spartacus Youth League (SYL) demands that the charges be dropped against the six Iranian students arrested on March 17 for peacefully distributing a leaflet criticizing the Shah of Iran at Columbia. We also demand the charges be

dropped against the seventeen members and supporters of the Revolutionary Student Brigade (RSB) arrested on March 23 for occupying Dean Harvey Picker's office protesting the arrest of the Iranians.

Unfortunately, attempts to build the broadest based defense committee to generate support for those arrested have been bureaucratically sabotaged by the people who have the most to gain by the broadest possible defense, the RSB and the Iranian Student Association (ISA). On Tuesday, March 25, the SYL participated in a militant demonstration of about 200 people demanding the charges be dropped against the twenty-three. Despite our participation and our clearly stated desire to defend those arrested, when we arrived at a defense meeting that night we were told by members of the RSB that we could not enter the publicly-called defense meeting (along with the Young Socialist Alliance (YSA) because we were "Trotskyites." This was protested by several individuals attending the meeting and after a lengthy discussion (from which the SYL and YSA were excluded) the RSB's exclusionism was voted down and the two groups were admitted to the meeting.

The end of the RSB's high-handed bureaucratism had not yet come; however, in a discussion of the selection of a "Tactical leadership" for a demonstration called for Monday night, March 31, the SYL proposed a committee of one representative from each organization plus two independents; the RSB countered with a proposal for a "small, elected body." The SYL proposal won by about

two to one. The Chair (an RSBer) then announced that the ISA refused to be on a committee with "Trotskyites." The RSB quickly followed suit. An RSBer then astounded the audience with a hysterical, screaming table-pounding fit consisting of a frenzied outburst against "Trotskyites." Confronted with this blackmail and denied the right to hear a response from the SYL, the majority supported an RSB motion to exclude the SYL and YSA in order to assure the participation of the ISA and RSB, though some independents voted against it, along with the SYL and the YSA.

The SYL demands that the exclusion be reversed and that the democratic rights of the SYL and YSA be respected. The defense group must be open to all who agree the charges must be dropped. Despite this bureaucratic, anti-communist exclusion the SYL has and will continue to participate in a militant and principled manner.

Ken Richards
Spartacus Youth League
April 1, 1975

Bulletin

To the Editor:

As a reader of the *Barnard Bulletin*, I was puzzled by the use of the term "Bulletin" in the sentence, "Bulletin believes that in..." This was the opening line of the second paragraph of the March 27 editorial.

When you use this collective term does this mean that the entire editorial staff found on the mast head of the paper agrees with and is writing this editorial? I, as I am sure many other readers of *Bulletin*, would like to understand the editorial policy of the *Barnard Bulletin*. I am looking forward to this clarification.

Debby Hirshman B'75

McAc Events

The student-faculty committee of McAc will host the first Emily Gregory Award dinner in honor of Professor John Chambers on Tuesday, April 8, in the Faculty Dining Room. Cocktails will be served from 5 p.m.-6 followed by dinner. Tickets are \$4.00 for students and \$10.00 for all others, and should be purchased in advance.

Also on April 8, the Film Committee presents a double feature starting at 8 p.m. in Lehman Auditorium: *Rebel Without a Cause* with James Dean and *The Wild One* with Marlon Brando. Contribution: \$1.00.

Then on Thursday, April 10, there will be poetry readings with readings by Mark Strand and James Reis. The reading is sponsored by the McAc Poetry Reading Committee in Barnard Hall—\$1.00 contribution.

—Pat Thuto

Exhibit of Toulouse-Lautrec: A Glimpse of French Cabaret

by Deborah Sorcher

A small group of artists known as the Symbolists were active in France during the turn of the century and are remembered today primarily for their output of lithographed posters in which they portrayed the colorful, gay, and somewhat decadent life style of contemporary Paris. Undoubtedly, the most gifted and expressive of this group was Henri de Toulouse-Lautrec, whose posters are now on exhibit at Isselbacher Gallery (Madison Avenue and 88th Street) through April 30.

Lautrec was born in 1864, while Paris was on the verge of the creation of Impressionism, to a family of high social status. He was crippled in an accident during his youth and took to painting and drawing while he convalesced. At 17 he entered the studio of a portraitist connected with the academic French school, but soon abandoned this traditional approach for a more daring style which had been practiced by among others, Degas. This older artist's dancers and musicians inspired Lautrec's portrait commentaries of salons, bordellos, and cabarets. Combining elements of Degas' painting and pastel drawing, notably the quick, sketchy strokes, with things he learned from widely shown and admired Japanese prints, such as the emphasis on the line and the diagonal, Lautrec developed a mode of expression through painting that was immediately acclaimed.

Certainly Japanese art was the rage in Paris at the close of the century thanks to its in-



'Jeanne Avril' by Toulouse-Lautrec

roduction by Camille Pissarro who, as the story goes, received some china wrapped for protection in Japanese printings. He showed the wrappings to his friends and what followed can be seen in a wonderful exhibit at the Metropolitan Museum called *The Great Wave*, which, while not the subject of this review, is a rare opportunity to see the work of the Japanese masters juxtaposed with the graphics and drawings of Manet, Gauguin, Lautrec and others. Here, one can see how

Lautrec translated these prints into his posters of French dancers and actors, injecting them with continuous movement. Of course, a portrait of Jane Avril dancing is more explosive than a print of a Kabuki actor, but this is because of Lautrec's use of bright colors versus the muted tones of the Japanese print. The underlying language of the figure's movement is similar in both.

Unfortunately, cheap reproductive processes for mass marketing have turned Lautrec graphics into ubiquitous weeds which grow on the walls of college dormitories and panelled basements of split level homes in New Jersey. But, if Isselbacher's show reveals nothing else than the sheer beauty of the prints in original, he deserves a gold star for at least putting the exhibition together.

Among the best of the lesser known works in the show is *Cycle Michael* (1896) a one color drawing in green of the famed English cyclist Michael at the Buffalo Cycle track. This, like all Lautrec's portraits, is a caricature. Don't miss *La Vache Enragee* which hangs next to it and is also a commissioned illustration. The twenty-eight other works in the show consist of widely familiar posters, which nevertheless, in their originals, are worth the trip. The show, if seen along with the exhibition at the Met, provides the viewer with a glimpse of French cabaret night life—an exhausted artistic motif nonetheless entertaining.

Music at The Bottom Line: A Club-Concert Compromise

by Robbie Brager

The quaint little clubs that house obscure jazz and folk-rock greats are slowly fading into the quagmire of economic oblivion. Others, to stay alive, are charging outlandishly high prices coupled with one or two drink minimums.

Meanwhile, the large concert halls are packing in ogling music fans by the thousands—and are charging an average of \$6.50 a person to do so. Those of us who want to attend concerts are left with the unenviable choice of a nice quiet show—and a \$9.00 tab, or a depersonalized, noisy act at about \$6.50 a head.

There is, however, an alternative. *The Bottom Line*, located on Fourth Street near Washington Square South, is an admirable attempt at a compromise. Billed as the largest night club in New York, it seats nearly 500 people. *The Bottom Line* doesn't try to steal your bottom dollar. Rather, it

promotes good music ranging from George Benson to David Bromberg at a reasonable price—\$4.00 a show (Saturdays are \$5.00).

All the seats offer a much better view than even the best concert hall, and because the audience is reasonably small, the artist can relate to people—rather than a mass of carcasses.

The David Bromberg Group's appearance at *The Bottom Line* several weeks ago was memorable. After a meager performance by a hastily arranged second band, Bromberg, with two other fiddle players, a trumpeter, bass, clarinetist, mandolin player and guitar player, strolled onto the stage.

Combining country, dixieland jazz, and boogie, Bromberg created a fine blend of music—comparable to the avant-garde jazz innovations of the late thirties. He reached the peak with his first encore, *Sharon*, a song about a stripper (his sister), her boyfriend (his brother-in-law),

and the audience, which paid with its heart (his parents, upon walking in on his sister and her husband-to-be at a very inopportune moment). He was greeted with such a response that he was persuaded to do four more encores, and his portion of the show lasted nearly two hours.

George Benson's approach, although much more subdued, did not infringe on his ability to communicate. His extraordinary flair, combined with the well of artistic talent backing him up, more than compensated for the lack of a pounding, rhythmic beat in his music. By his second encore Benson had put so much into his performance that he could hardly walk—stumbling several times on the stage. No time, before or after his show, have I seen an audience in such awe.

If you are repelled by large crowds and obscenely high prices, and you enjoy rock, folk-rock, folk, or jazz, then on some night, sometime, *The Bottom Line* is the place for you.

Howwid Wagamuffin



Jamil Bernard, author of *Howwid* (photo by Martha Nelson)

Discipline at Barnard has become a raging issue. Each year, the 616 Dorm Council threatens to conduct an extensive room-by-room search for stolen cots, bulletin boards, and chairs. Not only are articles of furniture being stolen by daring students, but there these self-same students go, infracting university laws by taking over a Columbia Dean's office, and getting themselves arrested. "This tide of vandalism

and willfulness must be stopped," commented a Barnard janitor in a recent interview. "I propose we string 'em up by the thumbs from some local steeple." Other important members of the Barnard staff offered similar suggestions.

"If the students who were arrested had had any sense of propriety they would never have gotten themselves into such a scrape. If they had attended convocations and brunches, it

would be different. Severe punitive action should be taken," stated a Milbank spokesman.

The problem of rehabilitating these students is a perplexing one. For example, the Barnard students arrested at the SLA sit-in are subject to University rules. Should Barnard take matters into her own hands as well? "Right on," is the McAc consensus. A suggestion box was set up in McIntosh so that students, especially commuters who want a piece of the action, can offer ideas about dealing with undesirables. Suggestions have included double portions in the BHR caf, season tickets to Columbia football games, and permanent living quarters in Carman.

The pressure about disciplining has caused the 616 Dorm Council to finally conduct its infamous search. Several laundry

carts were employed to remove the hot-items from the suites. As stolen lecterns, chemical glassware, lampshades and black-board erasers were uncovered, as well as unwashed stowaway males, the Chairwoman-at-large was heard to sigh, "Ah, the misguided of society." Suite 9C was found to be particularly misguided, since a Columbia Security scooter was found to occupy the bathtub. "It's a beer-can crusher," stated one resident, simply. The perpetrators defended themselves by claiming that they were just doing their thing.

"We have erudite scholars devoting much study to the causes and cures of misbehavior among students," President Peterson assured the assemblage at last week's press conference. "They're doing a marvy-darvy job."

—Jamil Bernard

John Chambers: The Making of an Historian

by Terri Apfelbaum

John W. Chambers, Assistant Professor of History has been teaching at Barnard College since 1972. During that short period of time, he has demonstrated his abilities as a teacher as well as in scholarship, and has taken an active personal interest in the Barnard student body. In recognition of his efforts, Professor Chambers has been named the recipient of the first Emily L. Gregory Award for the most outstanding faculty member at Barnard. The award, created this year by the College's Student-Faculty Committee in conjunction with the Alumnae Association, is given in honor of Dr. Emily L. Gregory, Barnard's first professor. It will be awarded annually to the member of the Barnard faculty who is "distinguished in the eyes of the Barnard community through both excellence in teaching and interest in students' intellectual and personal development."

In an exclusive interview with *Bulletin*, Professor Chambers talked informally about himself, the highlights of his career, life at Barnard and his views on the Award.

John Chambers was born in Pennsylvania, the product of mixed ancestry. On his father's side he descends from English Quakers who came over to the American colonies in 1710 and bought land from William Penn in Pennsylvania. On his mother's side he comes from Greek immigrants who left Greece in the early twentieth century to settle in the United States. Born and raised in the suburbs, Chambers describes himself as "a kind of WASP, suburban, mid-Atlantic type."

He attended Quaker schools in Philadelphia and then went to a small liberal

arts college—Dickinson College—in Pennsylvania. Having developed an interest in journalism during his academic career—he was editor of both his high school and college newspapers—he decided to become a journalism major and he received his B.S. degree in journalism from Temple University.

Chambers graduated college in 1958, a time when the Philadelphia newspapers were on strike and the prospects for a budding young journalist looked bleak. So he and his wife took Horace Greeley's advice and went west to California to do some job hunting.

In California Chambers worked on newspapers for about five years, and finally decided to go into television. He worked for KRON, the NBC affiliate in San Francisco and was a newswriter-producer there for about seven years, doing the eleven o'clock news. But Chambers found that he got bored with T.V. news—he felt that writing and producing somehow isolated him from the actual news gathering and did not afford him the opportunity to get outside where the news was being made.

"I was primarily getting information from the networks, from the wire services and from the *San Francisco Chronicle* and I was rewriting it for T.V. and putting it together into a fifteen minute news show," said Chambers. "But I found that I just wasn't able to get in enough information and background about the kind of stories I was reporting to satisfy my interest. I wanted to know more about the events that I was reporting but things were going by so quickly each day that I really felt intellectually stultified."

So Chambers made the



(picture by Bonny Weston)

decision to go back to school. Working from two through eleven at night in the newsroom, he attended San Francisco State College in the morning for his Master's Degree in American history. American history has always been a subject of interest for him and was one of the things that led him into journalism in the first place—the idea of reporting history as it was being made. "I found the academic world tremendously exciting after I had been out of it for six or seven years, and much more challenging than what I had been doing," remarked Chambers.

For the next four years, until his Masters was completed, he continued to work and take courses part-time and in 1965, when he received his Masters Degree, Chambers quit the newsroom for good. "I gave up a \$225-a-week job to become an unemployed graduate student," he said laughing. He and his wife sold

their house, rented a truck and caravaned across the country all the way to Columbia University where Chambers came to study under William Leuchtenberg for his doctorate. Especially interested in the New Deal, he was very much impressed by Leuchtenberg's writing and wanted to study under him

"History, like travel, can take us back to different cultures and broaden our experience. The contrast between past and present gives us insight into our own society and greater perspective into the human condition."

because of his New Deal and Post World War II research. He received his Ph.D. in 1973, one year after having joined the faculty of Barnard College.

Chambers came to Barnard after teaching on the college level for several years in a wide assortment of schools—California State University at Hayward, Queens College of the City University of New York, and Mills College of Education, to name a few.

At Barnard he teaches courses in Twentieth Century U.S. History, his specialty being the Progressive and New Deal periods. "Teaching at Barnard is the most exciting teaching I've ever done," exclaimed Chambers. "There is no comparison between the students and faculty at Barnard and those at the other colleges I've taught at. They are much more competent; much more vital and much more exciting to teach."

Chambers devotes most of his attention to his classes and students during the school year rather than his research and writing. "Any class requires a great deal of preparation if you are going to be a conscientious teacher," he said, "and I'm always trying to be a conscientious teacher. After teaching for eight years I have, of course, developed a

much greater familiarity with the material. But I still feel the necessity of keeping abreast of the literature that comes out in twentieth century American history—in recent history it is coming out all the time—so I'm constantly rewriting and revising my lectures."

When he gets up in front of a class to lecture, Chambers admits that he still gets nervous. "I have a class here this year entitled *Expanding America: 1941-1971* with 147 students in it," he commented. "When you walk into a room with that many people in it you have a certain amount of anxiety, a certain amount of stagefright beforehand. But that's good—a certain degree of nervousness keeps you alert and intellectually agile. If I went into a classroom just completely relaxed and confident, without that sense of 'pumping adrenalin,' that would be one step away from not caring and it would probably be pretty dull."

One of the things that Chambers finds most intellectually stimulating about Barnard are the Colloquia. "In many of the other colleges at which I've taught, professors did not have the opportunity

to get together with ten or fifteen students once a week for analytical discussion without having to have an exam," he remarked. "The idea of taking a substantial piece of material, dissecting it to obtain the underlying principles and generalizing it to find out what it tells us about history and the processes of human behavior is tremendously exciting."

In his seminars Professor Chambers uses the colloquia method of a student or a few students a week leading the discussion while he sits back and interjects occasionally to keep things moving. "In a lecture, it's a different kind of educational process," explained Chambers. "I'm standing up there imparting knowledge to other people which they could, presumably, have gotten from a book. I try to combine as much discussion as possible within my lectures so there is, in a sense, some use of their analytical faculties but that is really not a tremendously educational process in terms of teaching people how to think critically."

The seminar is a different experience in that if the discussion goes well the students are actually proving their analytical abilities,



(photo by Steve Jacobs)

learning to formulate the proper questions and learning to respond to others' assertions. The role that the teacher plays in the discussion group is much different than the role of the teacher in the lecture. It is sometimes difficult but you have to learn, to a great extent, to keep quiet and only enter the discussion when it needs leadership."

In both his lectures and seminars Chambers attempts to communicate the love and enthusiasm he feels for the study of history. "I think the study of history is relevant," said Chambers, "and I try to convey my enthusiasm for the value of history to the students. The past is important, I think, for several reasons. The process of going back into historical data and analyzing historical material can teach people how to think and help them develop intellectual skills that they'll be able to use throughout their lives. Also, the past is a kind of window we can peer back

on during the academic year. "I have a very hard time doing any research or writing during the school year," said Chambers, "because I cannot write without some kind of sustained period for me to get involved in my work, I can't move from the classroom to my writing and then back to the students' needs."

However, one of the things that Chambers does all year long is consulting. Last summer he was a consultant for the House Judiciary Committee, Impeachment Division. Chambers was one of fifteen historians chosen to provide information to the Judiciary Committee on the background of "Responses of the Presidents to Charges of Misconduct." The members of the Committee wanted historical material on what kinds of charges of misconduct there had been against other administrators and what had been done about them. Chambers was specifically, commissioned to research the

women's liberties and rights for minorities. Chambers' role is to provide the historical background on the various subjects.

As for his own writing, Chambers has published several articles and book reviews as well as edited two anthologies—*Three Generals on War*, and more recently, *Draftees or Volunteers*.

Chambers characterizes himself politically as "a non-violent activist for change and equality." A Liberal Democrat for most of his life, he has often been torn between political activism and intellectual analysis. "My own concern for human equality, which stems from my Quaker background, propels me toward activism," remarked Chambers. "I don't consider myself a radical but I was involved in many non-violent demonstrations in the sixties. Like many Quakers, I am torn between the desire for social change, the recognition of human equality and the promotion of violence." Despite his political views, Chambers sees his function primarily as a teacher and scholar, analyzing the situation and trying to provide data and concepts. For the past two years he has held the office of Vice President of the Conference on Peace Research in History. By studying the past the Conference hopes to shed some light on current dilemmas in international relations.



(photo by Steve Jacobs)

Chambers feels that Barnard students are less politically active than they were in the late sixties yet he refrains from calling them apathetic. "I think we go through periods of more intense activism in our society and periods that are less active," he commented. "It's a cyclical process. There are times when people feel they should act and can act for change and there are also times in which there is the curtailment of this activity. The students are

Chambers has found the time to be actively involved in many aspects of the Barnard community. Most notably, he was the first man named to the Executive Committee of the Women's Center. He is also on the Committee on Instruction's Subcommittee to review the Experimental College and is a member of the Urban Studies and the American Studies Committees.

Chambers feels that Barnard should remain an in-

adding and dropping courses procedures.

On a more personal level, Professor Chambers is well known for the time and effort he devotes to his individual students, both inside and outside of class. His friendly disposition, his warm and easy manner and his eagerness to help or advise all, express a sincere interest and concern on his part for students—in short, Chambers really cares. His students have described him as "dynamic and sen-



Chambers' award is named in honor of Emily Gregory (pictured above) Barnard's first professor. (photo courtesy of Barnard College Archives).

into. We have a laboratory of human behavior in the past and we can see what people did and what happened as a result of their actions. As the philosopher once said, 'Those who do not study the past are condemned to repeat it.' The past is not always exactly repeated but I think we can learn a great deal from it. History, like travel, can take us back to different cultures and broaden our experience. The contrast between past and present gives us insight into our own society and greater perspective into the human condition."

Judging from many of the comments that students have made in their evaluation of Professor Chambers over the years, he has been entirely successful in achieving his goal. The exuberance he displays is infectious and he has been able to excite and stimulate students to a high level of

Outside of teaching, Chambers is involved in a variety of other pursuits but finds it difficult to carry these

Theodore Roosevelt, Taft and Wilson's periods.

Chambers also does consulting work for St. Martin's Press as a "Specialist Reader" on Twentieth Century American history. He reviews manuscripts on different aspects of contemporary history and evaluates whether or not they are worth publishing. As a result of this work he has been contracted to write a book on the Progressive Era which will be published in 1977.

Chambers is currently engaged in a very interesting kind of consulting for WNET, the educational television network. He is the director of research for a proposed series of eight hour-long programs on liberty, being written by Charles Frankel, Professor of Philosophy at Columbia. The series, which is sponsored by the American Academy of Arts and Sciences and supported by the National Endowment for the Humanities, will deal with various kinds of liberty—liberty of the press,



"I don't consider myself a radical but I was involved in many non-violent demonstrations in the sixties. Like many Quakers, I am torn between the desire for social change, the recognition of human equality, and the promotion of violence."



reflecting the society and the society, for the past five or six years, has been in this state of reaction against the dramatic activity of the sixties. Students are also less politically active because of their great disillusionment with politics and because of the job market as well. The present recession—or depression—we are in causes many students to be more concerned with getting a job. They are certainly apathetic towards politics for these various reasons but I don't know if I'd call them apathetic in general."

Despite a heavy workload both in and outside of school,

dependent institution and while he thinks that there should be a certain closeness between the two schools, he is reluctant to endorse the increasing control by Columbia which he sees taking place. "I think there is the necessity to maintain some kind of self-determination and at the same time be able to take advantage of many of the opportunities across the street," he commented. Chambers would like to see a more open exchange of courses between the two schools, an increased equity of funding for certain activities on both sides of the street, and a move toward a more uniform system of credits and

sitive," "enthusiastic and dedicated," and "one of the select few who comes closest to being considered an ideal teacher."

"I think it is very important to treat students as human beings," remarked Chambers, "especially in a large university in an enormous city, where students often feel lost or belittled by the bureaucracy. When they come to you for help or advice, how can you turn them away even when it's not your office hours? I try to treat students with empathy and respect and at the same time communicate my knowledge

(Continued on page 8)

Newsbriefs

Alumnae Dinners

All Barnard students interested in joining an alumna in the field of journalism or law for a meal in her home, please contact the Undergrad office, 206 McIntosh, x2126. This is an opportunity to obtain first-hand information about career goals.

Chess Club

The Columbia Chess Club is sponsoring a Chess Seminar Friday, April 11 from 4 p.m. to 6 p.m. in the McIntosh Recreation Room. Featured will be a short silent film entitled *Chess Fever*, plus speakers such as Professor Joseph Masheck on *Chess and Modernism in Art*, and Professor W. Kelling on *Chess and the Dialectics of Fantasy*. The seminar is free. Refreshments will be served.

Spanish Play

The Barnard College Spanish Department will present its annual play, *Los Intereses Creados*, by Jacinto Benavente Matine, at 7:30 p.m. April 3, 4, and 5 in Minor Latham Playhouse. There will also be a matinee April 5 at 3:00 p.m. Admission: Students—\$2.50; general public—\$4.00. Tickets can be bought at the door or in advance from Professors Orti and Welles at the Spanish Department, 208 Milbank. The proceeds from the performance will go toward the Carolina Marcial-Dorado Scholarship, awarded to a Spanish major for graduate study or summer study abroad, and the Spanish Prize, \$200 awarded annually to the Spanish major judged by the Department to have done the most distinguished work in Spanish language and literature. Both of these funds are maintained exclusively by the money raised by the annual Spanish play. The rest of the proceeds go toward the del Rio Scholarship Fund, for a student from Puerto Rico, and the maintenance of the Spanish Club Room.

Folk Concert

On Saturday April 5 at 7:30 there will be a concert given by *Prairie Fire*. The concert, sponsored by United Mayday Committee, Revolutionary Union and Revolutionary Student Brigade, will be held in Macmillan Auditorium. Tickets are \$2.00.

Film Contest

The film coop from Livingston College is sponsoring a filmmaking contest. The contest is "open to all filmmakers living anywhere in the galaxy or other reaches of the universe." Entry deadline is April 15. Cash prizes will be awarded. For more information contact Jeff Travers (201-932-4126) or Marty Lawrence (201-828-7445).

Dance Festival

The forty-eighth annual Spring Festival of English and American dancing will be held in Barnard Hall on Saturday, April 19. The festival, presented by the Country Dance and Song Society, will go from 8:15 p.m. till midnight. There will be live music and a special Bicentennial program of eighteenth century American dance. Admission is \$3.00; students \$2.50.

Michelangelo

There will be a symposium on Michelangelo at the Casa Italiana on April 7, from four to seven p.m. It will be conducted by Professor Howard Wagamuffin; and will be followed by refreshments. The Casa Italiana is located at 117th Street and Amsterdam Avenue.

Summer Grants

Summer grant applications are now available in the CAO office, 210 McIntosh. All returning Barnard students are eligible. Applications must be returned to the Undergrad Office, 206 McIntosh by April 4. For further information call x2126 or come to the Undergrad office.

Chambers: The Making of an Historian

(Continued from page 7)

and enthusiasm for history and learning."

Chambers was overwhelmed by the decision to make him the first recipient of the Emily Gregory Award. "I'm quite honored to be receiving the Award," he exclaimed, "and it is especially important to me because I see it as an expression of confidence and appreciation on the part of the students." Commenting on the award itself he added, "I have thought, since I read about the creation of the award in *Bulletin*, that it was a great idea. The institutional recognition of faculty members in their interaction with the students is a vital part of teaching. Most of the built-in rewards in the educational system are for publication and scholarship, which is a necessary part of a professor's role, but there are many fewer established awards for the time and effort one puts into teaching and advising students. These things are often taken for granted—a teacher is expected to do them—and I'm happy to see that an institutional recognition is provided for activity in that direction."

Examining Student Govts.

(Continued from page 3)

with a drastic solution—the elimination of their SG's.

Santa Fe Community College decided to disband their SG because of low voter turnout, dwindling student interest and SG inability to produce results.

Kansas State University hasn't had an official functioning student government for two years.

And Marion College at Marion, Pa. pronounced their student government dead recently. Students at Marion have labeled the government as "stillborn, a mere figurehead for amusement of the students and a mere plaything for the pacification

of dissent." According to Chambers, teaching is more than just academic preparation. "My teaching has been shaped by a number of forces, for I believe that teaching is an extension of both personality and preparation. My parents and my own family gave me empathy and personal security. I have also been directly influenced by the example of some of the truly great teachers and scholars I have been acquainted with, many of them here at Barnard and Columbia, such as Annette Baxter, Basil Rauch, Charles Frankel, and most profoundly by William E. Leuchtenburg, my mentor beginning with my graduate study at Columbia in 1965 and my friend and advisor ever since."

Although "leisure-time" is a phrase that does not exist in John Chambers' vocabulary, he likes to spend whatever free time he has with his family. Chambers, his wife, and their three sons—aged fourteen, fifteen and sixteen—live in a big old ten room house in Upper Montclair New Jersey with three cars and a Saint Bernard. His wife, who works for TWA, has, in the last eight years, moved

from a Reservations Agent to a management position as the Senior Executive Secretary to the Senior Vice President of the company. Chambers openly admits that she earns more money than he does.

His three sons have grown up in a family environment in which both parents pursued careers and in which there really were no specific masculine and feminine roles. "In our family that has been a positive factor," remarked Chambers. "It has certainly been positive financially but I also think it has been positive personally. I think my wife and myself are fuller people because of it and I think my sons are better able to deal with the world. They have had to be self-sufficient at a young age and, equally important, they have learned an attitude toward sexual roles."

Whatever time Chambers does get off, he enjoys going camping and canoeing with his family and doing things out of doors. He is a suburbanite at heart, never having lived in the city, and he looks forward each day to leaving New York behind and coming home to trees, grass, lots of space and privacy.

Faculty Raise

(Continued from page 1)

increase is "highly complex" and declined to comment further at the time.

Peterson also announced a meeting to convene in two weeks to discuss "the code of academic freedom and tenure at Barnard." The meeting, open to all faculty, will include discussion of retirement ages and the tenure system, and a paper to be delivered by Remington Patterson, acting dean of the faculty.

"Since our young medical scientist, Jewish, Ph.D., age 25 recently moved to N.Y. City, seeks sincere, well-educated, well-adjusted young woman with high moral values. Please write Box 232, General Post Office, N.Y., N.Y. 10001. (This is not a joke or psych. experiment.)"

At the Maison Française of Columbia University

560 West 113, Thurs., April 3, 8:00 p.m.

Naomi Schor (Columbia University)

will speak on

ECRITURE ET PAROLE DANS MADAME BOVARY

This is the first lecture in a series celebrating women's year

MONDAY, APRIL 7, 5:00 p.m.

TEACHING FRENCH: a special demonstration of a new method to teach French by Nicole BORDAT.

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