

# Extra: International Edition

# Barnard Bulletin



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MONDAY, OCTOBER 22, 1962

By Subscription

## Morgenthau Speaks At Rally, Gets Ovation From Local Dems

by Sara Piovio

Democratic Gubernatorial candidate Robert M. Morgenthau criticized Governor Rockefeller last Thursday night as "standing on his record because he doesn't want anybody to see it."

According to Mark Ramee '63C, President of the Young Democrats, a crowd of 750 gathered at McMillin Theatre to hear Morgenthau and other members of the Democratic ticket speak. The rally was sponsored by the Columbia-Barnard Democratic Club and the Students for Morgenthau.

Upon his arrival at the rally Morgenthau received a standing ovation. He started his speech by quoting Senator Eugene McCarthy of Minnesota, who, the night before, had described Governor Rockefeller as having "a record of well-balanced failure."

Morgenthau charged that the Rockefeller administration's increase of the income tax has caused economic stagnation. He also criticized the Governor for allowing the gerrymandering of



Robert Morgenthau

Congressional districts and for not extending full power to the Civil Rights Commission.

According to Morgenthau, Rockefeller did not exercise any leadership over New York Republicans in Congress, most of

whom voted against measures that would benefit the State, such as the President's trade bill.

Morgenthau stated his concern for the state of higher education in New York. He pointed to the need for a state university with standards of academic freedom and excellence.

He feels that, in order to enable more deserving students to continue their education, Regents scholarship should be raised to a \$1500 maximum and tuition free state and city college systems should be extended.

New York State, says Morgenthau, is 49th in the country on money spent on education on a per capita basis. He said that local governments are overburdened, and that the state must bear more financial responsibility for elementary and secondary education.

Morgenthau criticized Rockefeller's refusal to spend the money appropriated by referendum for New York State University and his indifference to the aid to higher education bill.

John J. Burns, candidate for Lieutenant Governor, made points similar to Morgenthau's, as did Edward R. Dudley, candidate for Attorney-General. Both men also cited their previous experience.

"All students interested in the campaign please drop a note to the Democratic Club, 206 Ferris Booth Hall," said Mr. Ramee. Tom Kelly, a student at Columbia Law, was co-chairman of the rally.

## No Candidate Receives Majority; '66 To Revote

No candidates receiving a clear majority in the Class of '66 elections, Patricia Baum and Nancy Lenvin, the candidates with the highest number of votes will face each other in a run-off election to be held this week with voting on Wednesday, Thursday and Friday.

Voters are asked to list both first and second choices on their ballots, so that if, as happened last week, no candidate receives a majority of the total votes cast, the person with the fewest votes is eliminated and second choice on the ballots cast for her are counted.

In the '66 election, however, after second choices on the ballots for the girls who came in fourth and third were added in, no candidate had yet received a majority of the total ballots.

## Barnard Students Are Participants In CCCC Program

More than 130 Barnard students are participating in the Columbia College Citizenship Council Program, opened to Barnard students for the first time this year, according to Miriam Kurtzig '64, coordinator.

Approximately forty students are participating in the Higher Horizons Program, headed by Penny Howell '65. Other students are working in the Attorney General's office, and at Fountain House. Students are doing research, interviewing members of the business community, working at a community health center, teaching English to Puerto Rican junior high school children, doing lab work, and working in children's recreation programs.

Further information can be obtained from Miss Kurtzig and Miss Howell c/o dorm mail.

A total of 199 Freshmen voted. In order to win the election a candidate needed a majority: 100 votes. Five girls failed to specify a second choice. If they had, one candidate could conceivably have received a majority. In the future, voters are urged to signify their second choice when there are more than two candidates running.

Four girls were running for the office of Freshman Class President. At the class meeting, the slate was narrowed to three: Patricia Baum, Dorothy Chen and Nancy Lenvin. Miss Chen withdrew from the election after voting had started. The votes cast up until that point were voided and the students who had voted already were asked to re-vote. Two additional candidates placed their names in nomination — Carolyn Brancato and Susan Eisner, bringing the total number of candidates to four.

The polls for the run-off will be kept open on Jake from 11 a.m. to 3 p.m.

## Rep Assembly Opinion Poll Favors Student Exchange

"It's impossible in this Assembly to take a vote in the abstract," was the complaint of Undergraduate President Francine Stein '63, at last Friday's Representative Assembly meeting at noon in 305 Barnard.

Nevertheless, the Assembly de-

cided in favor of having a Student Exchange this year in a straw vote of 26 in favor, 1 against and 4 abstentions. A straw vote does not indicate a policy decision, but is merely taken to poll the opinion of the Assembly.

### Straw Vote

Owing to the heated debate which raged in the Assembly over the kind of Exchange which would most benefit the College, Miss Stein doubted that she would be able to get an expression of opinion from the members.

The main questions discussed were what kind of Exchange should Barnard have and with what areas should it be held. The plan advanced by Student Council called for a third Exchange with the South which would stress exploration of problems common to both New York and the South such as Voter Registration, Urban Renewal, etc.

### Not Broad Enough

Some Rep Assembly Members objected on the grounds that limiting the Exchange to the South did not recognize the fact that these issues are common to many areas of our nation. They urged that the Exchange be expanded to include the West and Midwest.

Further discussion of the Exchange will be held at next week's Assembly meetings.

Four alternates were sworn in as voting delegates at last Friday's meeting. They will replace regular delegates who have resigned due to inability to attend all meetings. The four new delegates are Elaine Levine '65, and Bobbi Blaker, Claire Gottfried, and Loretta Tremblay, all '63.

## Judy Fradkin '65 Receives Honors For High Average

Judith Ann Fradkin '65 was awarded the Borden Freshman Prize for having the highest academic average in her class during the Freshman year. In a formal ceremony on Thursday, October 18, at noon, Acting President Henry A. Boorse presented the prize to Miss Fradkin, a zoology major.

Miss Fradkin's average for the academic year 1961-62 was 3.81. A member of the Russian Singing Group, Miss Fradkin plans to go to graduate school.

The Borden Freshman Prize, which is \$200, is awarded by the Borden Company Foundation Inc. for outstanding work done during the Freshman year. It is based entirely on academic performance and is presented to the student who has achieved the highest average grade of her class during the first year of college work.

The purpose of the award is to emphasize "the importance of scholarly work at the very beginning of the college career." The prize is an annual award given in a limited number of colleges and universities. This is the first year that Barnard has been invited to participate.

## Politics Comes To Columbia Campus

### Javits To Speak At Wollman Wed.

Senator Jacob K. Javits, Republican candidate for reelection to the Senate will appear at Wollman auditorium on Wednesday, October 24 at noon, sponsored by the Columbia Citizenship Council.

Senator Javits, a native New Yorker, was educated in the New York City public schools and attended night classes at Columbia. He holds a law degree from New York University. He has also been the recipient of nine honorary degrees.

Senator Javits first ran for public office in 1946 after serving in World War II, and was the first Republican in 23 years to be elected from the 21st district. In 1954 he was elected Attorney General, the only Republican to win in the statewide election. In 1956 he defeated Mayor Robert F. Wagner for United States Senator. In this latter post he has been active in the field of foreign economic policy, labor, immigration, education and civil rights.

Senator Javits is the author of *Discrimination U.S.A.* which was published in 1960.

### Debate Between Ryan And Hauser



Mrs. Rita Hauser

Mrs. Rita Hauser, practicing attorney and Republican campaign aide to Senator Jacob Javits has accepted an invitation to debate federal aid to education and the effect of a Democratic or Republican victory in the New York fall elections with William Fitts Ryan, Democratic-Liberal candidate from the 20th Congressional district. The debate will take (See DEBATE, Page 3)

### Dworkis To Talk To Gov't 9 Class

Dr. Martin B. Dworkis, Democratic candidate for Manhattan's 17th Congressional District, will address the Government 9 class on Wednesday, October 24, at 10 a.m. in Room 8, Lehman. According to Demetrios Caraley, Instructor in government, Dr. Dworkis will speak to the class on the organization of a Congressional campaign, and will not campaign in his own behalf.

Mr. Caraley arranged this lecture to "give the students a chance to have first-hand contacts with real, live politicians." He also plans to have political guest lecturers for Government 10 next term.

Currently a Professor of Public Administration at the Graduate School of Public Administration at New York University, Dr. Dworkis received his A.B. and M.A. from the University of Michigan and his Ph.D. from NYU. Dr. Dworkis's Republican opponent for the "silk stocking" district is John Lindsay.

# Barnard Bulletin

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## Questionable Citizens

When President John F. Kennedy signed the amended National Science Foundation and National Defense Education bills, students across the nation were placed in the category of questionable citizens.

We regret that the President bowed to the political forces which regard us as either suspect or stupid. We further regret that he betrayed his own beliefs as he expressed them in 1960 when he denounced the disclaimer and loyalty oaths formerly required of students borrowing federal funds.

We hope that Columbia University will revise its official opinion of NDEA benefits and follow Barnard's lead in rejecting this program which considers future leaders as leading suspects.

## Challenge To Freedom

Freedom of the press has been challenged at the University of Colorado.

President Quigg Newton of the University, sidestepping the University's Board of Publications, student government, and faculty senate, fired the editor of the *Colorado Daily*, student newspaper, last Wednesday.

Editor Gary Althen has been under attack by right-wing elements and newspapers for several weeks following the appearance in the *Daily* of an article by philosophy student Carl Mitcham calling Sen. Barry Goldwater (R-Ariz) "no better than a common criminal" in the context of a discussion of modern American politics.

Goldwater demanded apologies and got them. But the Senator was not satisfied and wrote President Newton demanding that Mitcham be expelled, Althen be fired.

Newton replied, "Senator, I shall not silence them."

Althen's and the *Daily's* right to criticize as they saw fit were upheld by the Board of Student Publications, the student government, and the faculty senate, in separate meetings.

The furor began anew last week when a letter to the editor by Mitcham, written to further explain the previous article, referred to former President Dwight D. Eisenhower as a "old futzer"

The *Rocky Mountain News*, Scripps-Howard Denver outlet, renewed its long-standing editorial campaign to have Althen fired and the University investigated for subversion.

Wednesday, despite the combined actions of the faculty, student government, and Newton's previous statement, Newton had Althen called out of a class and handed him a curt note to the effect that he had been fired "pursuant to presidential final authority."

After word of the decision to fire Althen had spread around the campus, angry students began to mill in front of the student union building, Wednesday night, a huge protest rally drew some 500 pickets in front of the President's residence

An all-campus referendum is scheduled for next week on the issue. At least four members of the *Daily* staff have resigned, and it is not certain that the paper will continue to operate. Colorado students were reported to feel that Newton had buckled under tremendous outside political pressure.

*Bulletin* affirms the right of the student press to enjoy freedom of speech. We believe that a University should not surrender the ideals for which it stands because of outside political pressure. We join the student body of the University of Colorado in protesting what they and we believe is the arbitrary firing of the *Daily* editor. We support the editor and staff members of the *Colorado Daily* who have been punished for carrying out their belief in freedom of expression.

Freedom of the press is an empty slogan when it does not include the reality of freedom from political pressure.

# Letters To The Editor

## To The Editor:

I would like to give an explanation to the class of 1966 for my withdrawal as a candidate for the Presidency. But before anything else, I want to really thank all those who feel that I would have been capable to be their president.

The reason for my withdrawal is because I am a foreign student who is new to America and who needs a little more time to get herself really adjusted to everything. Later on when I am better acquainted with American college life, I would be most happy to serve you all to the best of my ability.

Although I shall continue to be just another Barnard student, something which really means a great deal has happened to me since the nomination. When I first came to Barnard a little while ago, I felt I was a stranger, a strange stranger. I had come from Malaya where I see a diversity of races living together, but they are all orientals. Barnard is different. I was constantly conscious of my colour. I had been a little afraid to talk to you all, to smile at you all, and be friends with you all. I was not sure whether I would be accepted as one of you. Now I know how groundless my fears were. Barnard has become not merely a place I have to be in because I want a good college education, but a place full of people who are glad to accept others and be friendly to them for what they are.

This has been one of the greatest and most wonderful discoveries I have made in Barnard and America.

Dorothy Chen, '66  
October 16, 1962

## To the Editor.

I was somewhat dismayed to see the following statement, attributed to me, in today's *Bulletin*: Spectator is now receiving "approximately \$20,000 per year from the University."

No member of the *Bulletin* staff asked me how much money Spectator is receiving from the University. The writer of the article, the charming A. B., and I have occasionally indulged in verbal intercourse concerning Spectator independence. But she never interviewed me formally for publication.

We do not hide the fact that Spectator receives money from the University. The figure of \$20,000 is approximately correct — Columbia University pays this much to Spectator for its subscriptions and the advertising space of Notes and Notices.

Nevertheless, this is not what Spectator is receiving "per year." It is what Spectator is receiving this year. In future years, with independence more firmly established, the amount will gradually decrease; the University does not intend to finance subscriptions of its members forever.

I would suggest that anyone interested in the finances of Spectator come to Spectator itself for information. We will be glad to supply any available data. We are not glad to see misquotations and surreptitious interviewing.

Dov M. Grunschlag, '63,  
Editor-in-Chief,  
*Columbia Daily Spectator*  
October 15, 1962

## To the Editor:

On behalf of the Columbia College Ad Hoc Committee on Spectator, I wish to thank the Barnard *Bulletin* for the fine job you are

doing in filling the gap that has been left by what is, in effect, the disappearance of a student newspaper here in the College, by distributing copies of the *Bulletin* in Hamilton Hall.

We feel, however, that the demand for copies of your newspaper is greater than the present supply, and, in view of this, we should like to request that more copies be distributed in this way. The men of Columbia College are fast becoming aware of *Bulletin's* quality and value.

Once again let me thank you for this service to us. Keep up the good work; the men of Columbia appreciate it.

Ronald J. Baken, '63,  
Chairman,  
Ad Hoc Committee on Spectator  
October 15, 1962

## To the Editor:

Just a short note of thanks for the spot about the Columbia College Band in today's *Bulletin*. I'm sure that the entire membership of the Band is appreciative of your perspicacious journalism, particularly in view of the fact that the *Bulletin* is now the only mass circulation medium at Columbia.

Marshall W. Meyer,  
Public Relations Manager  
Columbia College Band  
October 16, 1962

## To the Editor:

A few issues seem to have become muddled not only in Ann Fleisher's Oct. 11 article on the Meredith situation but also in the whole Meredith situation itself. These are the issues of the rights, granted through birth, versus privileges, earned through achievement.

Attending college is not a "right," as some may think; it is a privilege. No one — be he black, white, orange, purple or pink — has any more the "right" to attend college than to receive \$10,000 for being born American.

First, let's have more evidence to prove that Meredith was just as qualified to be admitted to Ole Miss as many of the white students who preceded him. (By the way, what did the papers say his college board scores were?)

Second, being convinced that Meredith has indeed earned the privilege of the college education he so sincerely desires, let us be more concerned about the fact that a truly qualified candidate was turned away, than about the fact that he is a Negro.

Third, let's not confuse rights with privileges. A citizen has certain inalienable rights, to be sure; but only if the world is convinced that he is an academically talented citizen will the world concede that he should indeed be granted the privileges of college life, liberty, and the pursuit of Freshman English.

Lee Doering  
October 11, 1962

## To the Editor:

I was gleefully happy to read the editorial that appeared in your paper. I have just transferred here from the University of Southern California, where the student press screamed, for the years that I was there, that they must bring an "academic atmosphere" to the campus. In support of this they cited the glowing reputation of the Ivy schools with their discussion groups, etc. They called to students to stop making (See LETTERS, p. 4)

E. W.

## Cassandra Comments: Barnard's Burning!

I should have known! I should have known! It shouldn't happen to a dog — to someone who goes to bed at 4:30 a.m., maybe — but not to a dog.

It all starts with bells ringing — in harmony, yet. Then doors slam — cacophony. Then, a thousand dusty-eyed pajama-clad, face-creamed, be-curled Barnard beauties converge on all the exits, as a flowing stream of unbelievably unpulchritudinous feminine humanity takes its morning stroll. Morning? You'd be surprised how un-morning it can feel at 6:29½ and you realize you've got to face the cold cruel dawn in the first of our fair college's beloved annual institutional experiences: Ye Olde Fire Drille.

So you grab your towel (purpose: to strangle the first person you see who looks responsible for this joke); you tie your sneakers (together); you turn on your light and close your windows (purpose: so your room shouldn't feel a draft); and you dash efficiently down eight flights of Hewitt Hallway out the side door and to the Third Pillar of Barnard Hall. (There are the Prefer-the-Pillar Groups. Then there are the Crave-the-Cornerstone Groups. Then there are the Love-the-Lampost Groups. Depends on your degree of discrimination. Also on your Assistant Fireman.)

Once your right eye has decided to cooperate with your left in focusing a clear, cool etcetera on

the world, you begin to discern things you've never noticed before. Maybe that's because you've never been up this early before. Up and out, I mean. And man, I mean out. Like, now I know where Yuri Gargarin got his ideas on decorating the Sputnik — ever looked at the assortment of associated wire, sponge, tin, and rubber contraptions perpendicularly in pompom-porcupine fashion from heads that in a few hours will be amazingly beautiful!

Roll call — time to get acquainted with your floor — that is, if you were awake enough to distinguish between them. Someone's still snoring on Six Brooks. She'll get hers. Finally, all present and accounted for. Then, back up to the floor, nodding politely and refinedly to the five sleepy guards lining the walk. They keeping Them out? or Us in?

Once Us is in, the barrage begins — forty girls standing in front of four johns — waiting. Sleepily. Patiently. One can only hold out just so long.

Some go back to sleep. Others return to their rooms just in time to slam shut their cheerful alarms. Many were planning on getting up early to finish that paper anyway. One sandman-dazed sophomore is heard disgruntledly muttering, "That was some h--l of a mixer." No one has the heart to tell her what that cooing was.



**Student Unions Vary 'Crossroads' Builds Friendship Ties, In Political Activity Africa Says — We Won't Forget You**

by Arlene Katz

A glimpse of progress and a reality of poverty, the glimmer of opportunity and the weight of oppression confront the university student of 1962 in countries scattered all over the globe. From Rangoon to Paris, from Tokyo to Caracas, the student has become the missionary and the sentinel of the "revolution of rising expectations."

National unions of students abroad range in nature from student welfare societies to major national political forces. The Scandinavian unions are virtually apolitical, concerned with stu-

dent welfare in the welfare state. Latin America provides a direct contrast to this pattern.

Fidel Castro began his political career as a student leader at the University of Havana. In some Latin American nations the state university stands adjacent to the state capital. Thus unpopular legislative measures have summoned demonstrations of angry and intimidating students. But destructive student political activity is often the result of disillusionment with the corruption or incompetence of the regime in power.

**Reformist**

The student force in politics is essentially reformist and idealistic. In many underdeveloped and overexploited countries, the young person receiving an education is acutely aware of the responsibility for leadership which that education entails.

**Algerian Struggle**

From May of 1954 to July of 1962 the National Union of Muslim Algerian Students (UGEMA — Union General des Etudiants Musulmans Algeriens) participated in Algeria's bitter struggle for independence. In those eight years UGEMA was harassed to the point of persecution by the French government. Still, it managed to function within France, to provide living quarters for exiled Algerian students in Tunis, Morocco, and to maintain close ties with the United States National Student Association.

Today, a former president of UGEMA, is foreign minister of the nation of Algeria. In Africa, men who five years ago were student leaders, are now leading their "emerging" nations.

**Chinese Students Regard Education As Aid In Careers**

by Ann Fleisher

"Education on the whole — especially college education — is something that Formosan students take very seriously," according to Assistant Professor of Chinese and Japanese John Meskill, recently returned from a summer in Taiwan.

Chinese students definitely attend colleges with their future occupation in mind, rather than



Professor John Meskill

stressing the "broadening" aspects of a college education. Mr. Meskill noted that one major college in Taiwan had no department of philosophy, a projection of the occupation-mindedness, since there was no career in this field.

Professor Meskill stressed the "extraordinarily great competition" for admission to college, noting that last summer, 30,000 students took the state qualifying examinations for admission of which only 10,000 could be accepted.

Education is extremely cheap, costing generally six or seven dollars per semester, which can be financed by grants. One private university, which charges between two and three hundred dollars per semester, receives the last allocation of students, since the government knows that most Chinese students could not afford to attend that school.

Academically, according to Professor Meskill, who was in Tai-

(See MESKILL, p. S5)

**Students Plan Personal Junior Programs Abroad Barnard Attitude Foreign Studies Adds Credit Risk Found Invaluable**

by Barbara Sheklin

Barnard has no program for a Junior Year Abroad.

Before Seniors who spent the past year in Italy, France or Spain start running in to disprove this with souvenirs and photographs, the statement must be clarified.

Qualified students who, in most cases, are language and areas studies majors, and, who would benefit from a year of study abroad, have indeed spent their Junior years in Europe. They have done so, however, while on a leave of absence from Barnard and generally under the sponsorship of some other college.

According to Helen P. Bailey, Dean of Studies, "If a student has a major that involves her somewhat directly in the study of a foreign culture, the experience of the Junior Year Abroad can be

(See JUNIOR YEAR, p. S7)



Betsy King with African students

**Africa Welcomes Rhodesia Supports Young Americans Trad'l Color Bar**

by Betsy King

"When you are able to listen and show that you have come to learn, then the Africans will open their hearts to you, and you will find that you may leave Africa, but Africa will never leave you." These were the words of Dr. Robinson, spoken at the orientation session in Washington only hours before a huge Air France jet was going to take the 146 Crossroaders bound for West Africa to Dakar, the capital of Senegal. Our group of 12-13 plus our leader, ten Americans, including three Negroes, and three Canadians, disembarked in the Senegalese capital. Ten days in Dakar provided us with an introduction to the "new Africa" where tradi-

(See CROSSROADS, Page S2)

by Frankie Stein

There's no word for "you're welcome" in Sindebele. Until the late 19th Century, the Matebele had a highly developed and complex society which outlined the roles and duties of the tribesmen so that they functioned in a predictable way in their relations to one another. They said "thank you" (gniabonga kakulu) often. The traditional response to this was "peace."

Southern Rhodesia is heavily colonized and supports a strong legal and traditional color bar. The White Settler fits, all too easily, into his unpopular stereotype. He enjoys a luxurious standard of living based on exploitation of the darker races and still considers it necessary to think for the Africans. The most frightening aspect about Southern Rhodesian colonialism is that it appears static and satisfied. "If time will allow . . ." the colonist will reapportion the land so that the African Reserves are not the smallest percentage of the poorest areas . . . or amend the statutes which allocate funds for education so that a second African high school can be built in Bulawayo (where 12,000 Africans vie for 208 places in one secondary

(See RHODESIA, p. S4)

**To See, To Talk Is To Understand**

by Betsy King

In the continent of Africa today little countries are gaining a long sought after independence, nations are "emerging" into the area of contemporary history, forces of tradition meet forces of technology and new values. Millions of Africans from small villages to modern cities are struggling to find a way of bringing their unique contribution to the world civilization. With the complex and fast-moving changes taking place, Africans must deal with the problems of identity and human dignity.

Through Operation Crossroads Africa, a private organization founded and directed by Dr. James Robinson, young Americans and Canadians have an opportunity to be in a real sense a part of these developments in Africa, to meet with Africans from high government officials to village farmers. This summer there were 292 students in 20 African countries.

The dimensions of Crossroads are manifold, but primarily it is a workcamp project and is based on the idea that in a process of individuals working and building together for a common goal, superficial barriers are transcended and friendship evolves naturally . . . And this is an idea that works — as an old man in a village said, "That's the way it is. I see you and I see that you're not wicked. This is the way it begins, between individuals, and then between nations and then maybe the whole world, for peace. People must see each other and talk to understand each other."

After an orientation period in Washington, each group of approximately 12 people leaves for Africa. Some time is usually spent in the capital city before joining forces with a group of African co-workers. The projects are chosen by the governments of each country and therefore fill a specific need, whether it be for a new schoolhouse, a driveway, or a market place, whether it be in a large city or a tiny isolated vil-

(See EXCHANGE, Page S4)

**Summer Exchange Program Alters Foreign Conception Of Americans**

To be a tourist or to be a visiting citizen?

That is the question answered by the Experiment In International Living. Aiming to destroy the image of the ugly American and replace it with that of the concerned, adaptable American, the Experiment sponsors summer exchange programs with 44 foreign countries.

In most areas Americans, age 19 to 25, spend one month as sons or daughters of host families. After becoming assimilated into

the family life and local society, they rejoin a small group (about 10) of their fellow Experimenters and act as hosts to foster brothers and sisters on a tour of the country.

Basic requirements for Experiment participation are great adaptability and a constant sense of humor, for the Experiment way is always the rough and unexpected way. Headquarters in Putney, Vermont, can supply further description and applications.

(See FOREIGN STUDIES, P. S4)

# Students From Many Lands Remark On Native Cultures

In New York City, and at Barnard particularly, national differences may be seen everywhere. A ride on the subway, dinner at a restaurant, or just a walk down a street may bring the Barnard student into contact with other cultures. However, she has even greater opportunity than her fellow New Yorkers to meet people from other countries.

In the past week Bulletin reporters interviewed Barnard's foreign students, who offered the following interesting comments.

**Rita Atzeni, Milan Italy:** In Italy students have more freedom in their studies. Students pick their majors and choose their own studies through all their college years. They do not have to worry about the extra courses required of students here that have nothing at all to do with their majors. Here at Barnard, students have daily assignments and close contacts with teachers. In Italy teachers do not have this close a control over students. More responsibility is placed on the student to do his studying on his own.

**Nadja France, Zagreb, Yugoslavia:** There is freedom in Yugoslavia, mainly because there is

less striving for revolution. The attitude of the people has more or less become apathetic. Yugoslavia students are eager to learn. Most are not so much concerned with politics now. The students are very aware of the Americanization of Europe and desire the comforts of the American standard of living. Intellectuals are in the minority, but the few students who are intellectuals are superb.

One of the handicaps to American education is the tremendous expense for higher education. Private grants and scholarships cannot provide enough money for those who need it. There is enough pressure in high school on the student just trying to get into college. The added worry over expense almost causes hysteria.

**Karen Fu, Hong Kong, China:** Students in the big American cities and the good American colleges are concerned with world problems; however, only a small percentage of the mid-western students take an interest or show concern. They seem "almost isolated." American students seem too much interested in social life. In Hong Kong, social life is not considered an important aspect of college life.

**Lieba Wilenski, Ontario, Canada:** Canadians have more knowledge of small countries and their problems, also taking entirely different viewpoints. Americans tend to underestimate Canada's importance and power in world affairs.

**Belgin Tekce, Izmer, Turkey:** The variety of ready-made can-



Dorothy Chen

ned foods and canned goods available in the United States is amazing. In Turkey, meals are more formal affairs. There is no "soup 'n' sandwich" American clothing tends to be too colorful, too patchy, but personal hygiene is well safeguarded.

**Britta Fisher, Germany:** The United States is dedicated to the education of the mass, while in Germany the concern is with the education of a professional elite, which is selected at an early age. In the long run the American system, provided that it gives adequate opportunity to the gifted, will prove to be the more valuable to society as a whole. The American competition for marks creates more pressure than does the European examination system. In Germany, dating and social life are personal, whereas the United States has "institutionalized dating," with it almost being a sin not to have a date every Friday night. Political disinterest is as vital an issue in Germany as in the United States.

**Ching Wen Pu, Hong Kong, China:** Life in Hong Kong is a constant struggle, man against nature, man against man. Everything is very poor — food scraps,



Catherine Cardin

newspapers, coca-cola boxes forming the crude walls of homes. Those dwelling on houseboats live at the weather's mercy; severe storms can wipe them out in a moment. Scores of Red Chinese refugees invade the city daily, creating more slums, new problems. Poverty is severely contrasted by the oriental splendor of the magnificent wealthy.

There is no public education, although sorely needed. Most schools with any standing are Roman Catholic and tuition runs high. Those fortunate enough to obtain an education work bitterly hard, primary school children burdened with 4 or 5 hours of homework.

**Dorothy Chen, Kuala Lumpur, Malaya:** The Malaya — British system of education requires specialization at too early an age. Unlike the American system, it provides no preparation for life in general. In Malaya's one university, there is not much political activity.

**Catherine Cardin, France:** Americans expect French to always be eating frogs and all French girls are thought to look like Brigitte Bardot. The wide choice of studies in American schools is good, but you never go deep enough in the subjects you study. The freedom of American schools is commendable as is the opportunity the French schools provide to study a subject in depth. Europeans are much more energetic, more interested in politics.

**Claude Forthomme, Belgium:** I like the American system of education just the way it is. The main difference between the American and French educational

(See INTERVIEWS, Page S3)

# Golden Greece Still A Land Of Romance

by Cornelia Navari

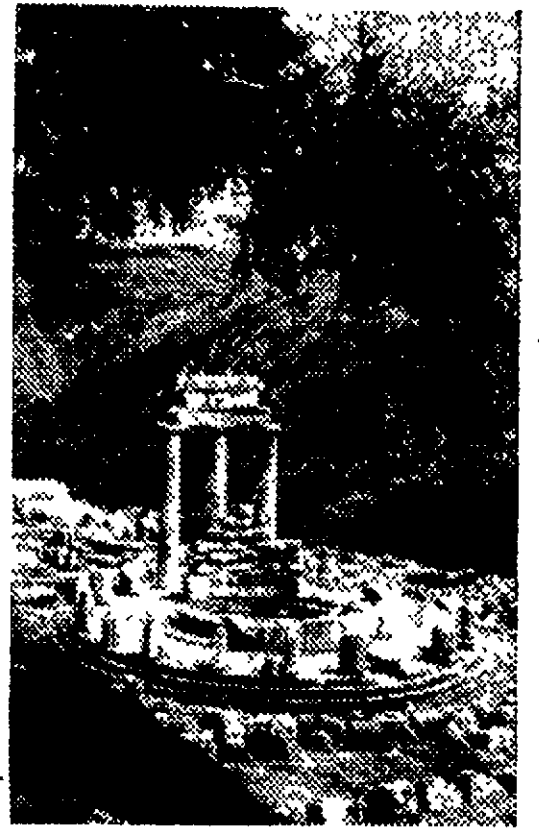
The image of Greece has always risen in my memory in the same way that Helen always viewed the future, in brilliant colors. It is a land of golden sun, rocky green slopes, and gray-white temples. It rises out of a dark blue sea that fades at the horizon into the Mediterranean sky. My love for Greece began four years ago when I represented my American high school there as an exchange student. It was realized again this summer when I returned to visit friends and family (my mother's parents came from Ikaria, a Greek island off the coast of Asia Minor).

Entering a situation in which acceptance into an intimate family circle is taken for granted is a wonderful way to visit any country, especially Greece, where I traveled not so much as an American, but as a Greek-American returning to her homeland. At least this was how my aunts, uncles, first, second, and third cousins thought of it. "We should find Cornelia a good Greek boy," they remarked among themselves, plotting how to settle me in Greece. This opinion by no means reflected any anti-American sentiment. Greece must be one of the few countries left on earth where America is still conceived of as the land of milk and honey with streets of gold. But this conception is pragmatic; that is, Greeks want to come to America because it is so difficult to make a living in Greece, but almost all of them want to return to what they always consider their country. The only Greeks I met who didn't want to come to America were those who had been here before.

## Poor See Rich

So I lived with friends and family for two months of the summer, the time when the country and her people are the most joyous and the most beautiful. The poorest Greek sees the riches in his life, of which only a few are children, friends, and dancing. They are unspeakably romantic and make mysteries out of their romances because boyfriends are never approved of until they are thirty years old and established in business. So the Greek young people pine away

(See GREECE, Page S4)



Delphi-Tholos of Athena, Proaia

# Cross Finds Irish Nicely Unmercenary

by Loraine Botkin

The American traveler may find it hard to believe in a country which isn't out to pump him of his last travelers' check, but Mrs. Barbara Cross, Assistant Professor of English, discovered Ireland to be such a place. Although the Irish lead hard lives, they are "not terribly interested in getting money" as in other tourist spots.

Mrs. Cross, who toured Ireland with her family, noted a very likeable "haphazard" attitude prevailed. Her interest in Joyce encouraged her to seek places like the Martello tower in Dublin, yet she got no help from the guide books. The best way to explore Ireland is by car.

"Not dealing with images of America" because so many of their relatives have emigrated, the Irish don't regard Americans in the same materialistic light other Europeans do. They are incredulous that Americans want to visit Ireland and continually ask the tourist, "How do you like Ireland?" This self-conscious worry about themselves results from the fact that so many people leave the country to escape the

(See IRELAND, p. S4)

# Operation Crossroads . . .

(Continued from Page S1)

tional robe meets typewriter, to a modern cosmopolitan city of 300,000 including 25,000 Europeans. Here our many images could at last be matched with realities and by the end of the ten days we admittedly did feel a bit like tourists. Crowded onto each other's laps in a "landrover" driven by our young host from the Ministry of Youth, we saw the university, the national assembly . . . even went to a 4th of July party at the American Embassy. We had begun to feel quite at home in our quarters at the "Centre Nationale," a sports training center, but we were also anxious to begin work.

So, on July 7, after a five hour train ride north through land becoming more and more sandy, we arrived in the small and historic city of St. Louis, beautifully situated on an island between the ocean and the Senegal river. There, with our co-workers, a group of high school boys from



Inssa

the south of the country, we lived for five weeks in a boys' high school and left each morning at 8 in the back of a big truck for the little village of Tassinere . . . and, (to make a long story short), with the benefits of good weather, canteen water when the sun got just too hot, the able assistance of the village children, and lots of singing, we built a school dormitory—60 by 15 feet. This building is the first of a "chantier-ecole," a workcamp school, where boys between the ages of 16 and 19 will come as volunteers for 2 years, will build a classroom and dining hall, will grow a garden, and thereby will learn skills which they can in turn use for the further development of Senegal. Before we left the village for the last time the villagers gathered to give us a farewell tomtom and as I led the children in a final "Michael, row the boat ashore," they began to cry. . . . With a "da noo ka fatay," (We

(See CROSSROADS, Page S5)

# Committee Shows Foreign Students Barnard And N.Y.

by Shoshanna Sofaer

"It's wonderful that we do have so many foreign students at Barnard and these girls are an integral part of the College and have a great deal to contribute to it," stated Janet Hall '64, Chairman of the Foreign Students Orientation Committee.

Miss Hall expressed the hope that " . . . the interrelationship will be more evident in the future."

## Full-Year Project

The situation and future of foreign students here at Barnard is handled by Miss Dorothy E. Fox, their Adviser, and the FSOC, not only at the beginning of the year, but all through it.

Members of the committee keep in touch with the girls, especially freshmen and transfers, through informal get-togethers and a traditional tea held each year in the fall semester. This year's tea is being held on December 4, later than usual, so that Miss Rosemary Park will be able to attend and share her own experiences abroad with those of the students.

## 'Bridge The Gap'

The FSOC "tries to bridge the gap between the American educational system and the European system." Credit points, the lectures, the eligibility and honor systems and in general "the realities of Barnard" are among the aspects of the school to which the freshmen and transfers are oriented.

The committee also tries to familiarize the students with New York City and the United States. Part of this attempt is the Home Hospitality program, in which a foreign student spends a week before the beginning of the academic year at the home of another student.

One of the problems which the committee faces is the difficulty in cementing contacts between the resident and non-resident foreign students.

## Israel Shows Old, Modern Coexistence

Contrast describes the 14-year-old State of Israel.

In an unusual variation of the Experiment In International Living, 14 American students from Utah, Oregon, and Texas to Massachusetts and New York, became farm laborers, city sophisticates and seat-sore travelers in Israel.

Half Christians, half Jews, we brought an objective American viewpoint to this land of ancient heritage and an ultra-modern development. All returned impressed by the Israelis' obsession with history and their unconquerable determination to build a permanent homeland.

Contrast between individualistically motivated city people and the still-idealistic pioneers of the co-operative agricultural movements sharply revealed itself when we moved from the kibbutz (communal farm) to our respective homes with city families.

Natural contrasts within this tiny area include the unbelievably blue Mediterranean edging the Haifa port to Tel Aviv Road on the west. The rock-terraced hills of Jerusalem dotted with the graceful olive trees, symbolic of its time-transcending aura of peace, lie divided between Israel and hostile Jordan.

South of the fertile valleys stretches the impassive desert—the Negev — unconquerable to all but the Israelis. They have—inch by inch — laid down the narrow black ribbon of highway and single line of telephone poles reaching to Elath, the new pioneer boom town rising on the edge of the Red Sea between the Arabian and Egyptian borders.

Constant change is the only constant in Israeli society where daily thousands of immigrants blend the rich mysterious beauty of the Orient with the energies of the modern West. Contrast is the picture of the people, the land and the ideas that are Israel.

(See ISRAEL, Page S7)

## Spain: Land Of Paradox, Fascinates, Frightens



The Cathedral of Burgos

Two frail, poorly-clothed old women on their knees scrubbing the priceless marble floor of a palace; grandmothers all in black bent over in the fields cutting scanty crops; half-naked children following tourists and begging — these are on the other side of the flamenco-and-bullfight coin.

The question that was uppermost in our minds upon deciding to go to Spain was what it would be like to live and study in a dictatorship. Would we notice it? And, would it make very much difference to us? The answer to both questions is, emphatically, YES.

We couldn't help but notice the dictatorship when two men helped us with our luggage and then pulled out badges to let us know they were in the secret police, when soldiers swarm all over the cities, when some of the nicest, friendliest boys we met told us with pride that they, like their fathers, were going into the Secret Service, when upon asking what is the best paper in Madrid, we were told "They all say the same thing anyway."

The government can censor

mail, and we were always a bit apprehensive about the baldly truthful letters we sent home. We watched our postcards, however—hoping for no repeats of the infamous Peace Corps incident.

Our emotions never became numbed to the misery, the poverty, the Middle-Ages atmosphere. We did not see one single tractor or mechanized farm implement in all of Spain, and we were there for two months. The lack of mechanization, we were told, is not due solely to the extreme poverty. The small farms are too

(See SPAIN, Page S5)

## Soviet Guides Force Tours On Students

by Naomi Weintraub

"When I started the program, I couldn't speak a word of Russian, but now I feel a compulsion to speak it all the time," said Edith Carlson '64, a Transfer from Middlebury College who spent her summer traveling through the Soviet Union as part of a program sponsored by Indiana University.

### Intensive Russian

The program, called the Russian Language Study Tour, consisted of a five week intensive course in Russian language and culture followed by a four-week tour of the U.S.S.R. Its purpose

was to take students from the United States and improve their knowledge and fluency in Russian. Over 100 students from all over the U.S. participated in the program.

"We were under oath to speak only Russian from the time we started at Indiana," said Miss Carlson. She explained that all participants had to sign a pledge to that effect when they applied. "The result of this was that at first all conversation stopped after the exchange of the pleasantries."

### 'Just Pure Work'

In addition to language instruction the participants studied Russian history, government and economics. They were also briefed on United States' government, history and economics in order to be able to answer the questions of Russians. "It was just pure work," she explained.

"The trip to Russia was the highlight of the whole program. We visited Moscow, Volgograd (formerly Stalingrad), Tbilisi, Kiev, Kharkov and Leningrad." Intourist, the official Soviet tourist agency arranged and conducted the tour.

### Intourist Guides

"You could have called us 'pick-ups for conversation,'" said Miss Carlson. "We tried every minute we could to get away from the Intourist guides and talk to people." Intourist arranged three tours a day for the group, but, according to Miss Carlson the group protested and the number was cut to two leaving the evenings free.

### 'Regular Tourists'

Miss Carlson complained that the group was treated "like regular tourists." "They refused to recognize that we were there for study purposes and to engage in conversation." Intourist insisted on guiding the group through every museum, ministry and monument in the Soviet Union, according to Miss Carlson. "I have never been to so many factories in my life," she noted.

"Most people we talked to were people we met on the street. Everyone was very friendly, but only up to a point — Russians have a certain reserve," she noted. "It was difficult to arrange for second meetings because most Russians were afraid to come to our hotel. They didn't want to risk association with Americans." Miss Carlson pointed out that Ukrainians seemed to be more fearful than most Russians.

### Street Bulletin Boards

Most Russians are more politically conscious than their American counterparts according to Miss Carlson. They have bulletin boards in the street listing the latest national and international events and people follow the news closely.

Miss Carlson said the group was delighted to see the interest the Russians have in reading. "Every corner has its book kiosk and good literature is very inexpensive," she noted.

The program increased Miss Carlson's interest in Russian language and culture. She explained that she transferred to Barnard in order to participate in the Russian Areas Program. Her ambition is to enter the Foreign Service.

## American Summer Parisian Has Rhetoric-Rosbif Fun

How else would you learn what "persil" until you leave the "boucherie" eagerly clutching "cent grammes de rosibif" gaily topped with a parsley sprout or two? And how else would you have gotten yourself into this situation if you were not living in one place for a good length of time? And what better place to live for a good length of time than Paris!

As a summer student abroad, I joined the ranks of "etrangers" who abound in Paris, especially in the month of July. Unfortunately, Paris is not the place to meet Parisians during the summer, mainly because the majority of the natives go "en vacances." I was particularly depressed the day my chambermaid left for Majorca. (I never got there.) She was my last link with "les Parisiens" (except for the loaf of bread of the same name — freshly baked and 15 inches long — which usually constituted my breakfast.)

Since my school (L'Alliance Francaise) was geared for foreigners, I spoke French (with an American accent) with others who spoke French (with an Italian, German, or Spanish accent), but I always had the feeling I was missing the real McCoy.

That is, until the day I decided to set up housekeeping in my little seventh-floor garret on the corner of Boulevard Raspail, otherwise known as Maison Des Etudiantes (feminine, plural). Having inherited a "petit rechaud" (sort of like a cross between a Bunsen burner and a sterno can), one fork, a soup plate and a can opener, I was set.

Every day I would dash home from school at 2:30 or so, stopping only to exchange flippant comments with the workmen five

stories above my head who were washing the buildings lining the street. (I think those comments were flippant; sometimes I don't understand French very well!)

Nodding to the workmen, smiling at the guy who sold candied nuts on the corner (sometimes, he even gave me some), and gazing critically at the palette of the white-pants painter on the corner, I would finally reach home. Once there, I would decide what to have for dinner that evening (on the nights when I was cooking). Some decision! (Some cook!) It was always the same—"cent grammes de rosibif" (only thing I could pronounce professionally, you know). Then I would realize that my friends the food-sellers would still be enjoying their three-hour noon rest, and that I'd have to wait until 4:30 to get my meal. I could never comprehend the logic which caused every side-walk fruit vendor, bread-baker, flower-seller, and meat-marketer to spend an hour-and-a-half closing up shop, only to spend another hour-and-a-half reopening.

Be that as it may, I was always ready when they finally did open their doors, and, while picking out my "petit pois," "youg-hourt," and fresh tomatoes, I'd exchange housewifely comments with the cheerful lady who owned the store, learning, in addition to nouns and verbs, how nice the French could be. From the grocer to the man who sold the meat: I'd walk another block, and then, another smile, a new vocabulary word learned, a slice of meat bought — and another friendship was made.

Butchers, bakers, and friendship makers — these were the people I met during my summer stay in Paris — and it was fun.

E.W.

## Interviews . . .

(Continued from Page S2)

systems is that in the States there is much more emphasis placed on memorization.

**Mary Elizabeth Chen Lo, Shanghai, China:** The United States is a wonderful place for young people. Here one finds free time to do the things one wishes — this is not true in China.

**Ay-Whang Ong, Penang, Malaya:** Education in Malaya is now compulsory and free. Secondary education, however, is not.

**Vassiliki Kapri, Greece:** In America values are put on the individual and not on his position or wealth. Family bonds are strong in Greece. Young people depend more on their parents than they do here. They don't have as much freedom.

**Osa Lindberg, Sweden:** Students take more subjects in Swedish school. There are no extracurricular activities. Swedes are generally more difficult to get to know than Americans, but the friends you do make are very close.

**Madeleine Karakashian, Johannesburg, South Africa:** New York is just like Johannesburg, but on a larger scale. In Johannesburg about 40-45% of the students go on to the universities which are coeducational. Most girls go to commercial schools, however.

**Kaukab Hamdani, Pakistan:** In

Pakistan people usually own their own houses. Students in Pakistan take the same subjects each year in high school and they cannot select their subjects. There is little dating and dancing among the young people. Parents usually arrange the marriage of their children, although the young people often get to meet each other beforehand and have some say in the matter. Americans are very candid and outgoing, compared with Pakistanis who are rather reserved.

## Migration Relieves Population Problems; Jungle Becomes Habitable, Productive

by Susan B. Kaufman

About a month ago, for the first time in two and a half months, I took a hot bath, stopped using DDT powder between my blankets, and drank fresh water from a faucet. About a month ago, I returned from Ecuador. I first went down to Ecuador in the middle of June — as one of the participants in the Columbia-Cornell-Harvard-Illinois Summer Studies Program in Latin America. There were four Latin American countries participating in this program — Mexico, Brazil, Peru, and Ecuador.

The program itself was anthropological in its orientation. Those chosen to participate had to take a semester course dealing with Rural Latin America. The actual purpose of the whole program was to give college students a chance to participate in a cross-cultural experience — to give them an opportunity to live with and really get to know people from countries where the way of life is quite different from ours.

### Carnegie Sponsorship

Although I said that the program was anthropological, this didn't mean that all the students

involved were budding anthropologists. As a matter of fact, at least in the Ecuador group, the opposite was true. There were six undergraduates in my group: four from the University of Illinois, one from Cornell, and me. Our respective majors were anthropology, archeology, forestry, electrical engineering, pre-med, and Spanish. Each group was led by an anthropology professor from one of the universities. Our leader was Professor Joseph B. Casagrande, chairman of the Department of Anthropology at the University of Illinois. The program (See ECUADOR, Page S5)

## Have Camera, Will Roam Greece...



Whether it is the weathered remains of Pompeii . . .

## Summer Programs Offer Travel-Study Combination

by Zane Berzins

Barnard students who can not decide whether to spend the summer studying or taking a trip abroad now have the opportunity to combine both. An increasing number of summer study programs are available to the undergraduate. Opportunities now exist for students to spend several weeks in France, Spain, Germany, Austria, Italy, and even Russia.

Professor Breunig of the French Department estimated that last summer approximately 10 students from Barnard studied in France. Most of these took courses in French grammar and literature at the Sorbonne. Upon returning to Barnard their courses and grades were evaluated and some received 6 points worth of academic credit.

Claire Friend '64 participated

### European Holiday 1962

London was what we expected  
Nothing there left us dejected  
Though we saw not Liz or Phil  
We are sure some day we will  
Florence closes up at night  
There the streets are rarely light  
On New York Times Tour we did start

And saw priceless works of art  
Rome has everything for me:  
Great people, art and history.  
In short we really had a blast.  
Were sorry when eight days had passed.  
Granada's Generalife is the place for tours.

Home of Ferdinand, Isabel and various Moors.

Also there — Alhambra and Albaicin

And Sacromonte where the gypsies are seen.

On sidewalks in Seville fresh eggs one can fry

While La Giralda reaches up to the sky.

The prettiest part is Barrio Santa Cruz

Which hundreds of years ago housed Seville's Jews.

Cordoba's a city both lively and small

Of towns in the south we liked it best of all.

The Moorish Mezquita has arches that are striped;

It's now a cathedral where organ music's piped.

Barcelona is busy both early and late

Such seaport activity New Yorkers find great.

(See HOLIDAY, Page S8)

last year in a program sponsored by Bryn Mawr College. Claire studied at Avignon and lived with a French family. Claire reported that she would give the program "an unqualified endorsement." Aside from the valuable academic experience, during her stay she spent a great deal of time correcting various French misconceptions of America. "Learning what and how they see us was an educational experience in itself" commented Miss Friend.

Mrs. Laura R. Garcia-Lorca of the Spanish Dept. stated that a number of universities in Spain, including those at Madrid, Santander, Granada and Barcelona were offering summer study courses to a group of international students. Jane Ruben '63, Phyllis Peck '64, Willa Sack '63, Mimi Broumberg '64 and Susan Romer '64, are among the Barnard girls who took part in this program

Similar programs, though on a less extensive scale are available to students wishing to study in Germany and Austria. Summer programs are offered at Salzburg, Vienna, Berlin and at the famous Goethe Institute in Munich.

Although the opportunities for travel in Russia are somewhat more limited, there are at least two programs sponsored by the Universities of Indiana and Michigan which offer a one month tour of the U.S.S.R. following an intensive summer workshop in Russian in this country. Scholarships are available for the program to assist students who would otherwise not be able to consider going.

### Cross On Ireland...

(Continued From p. S2)  
poverty and serious unemployment.

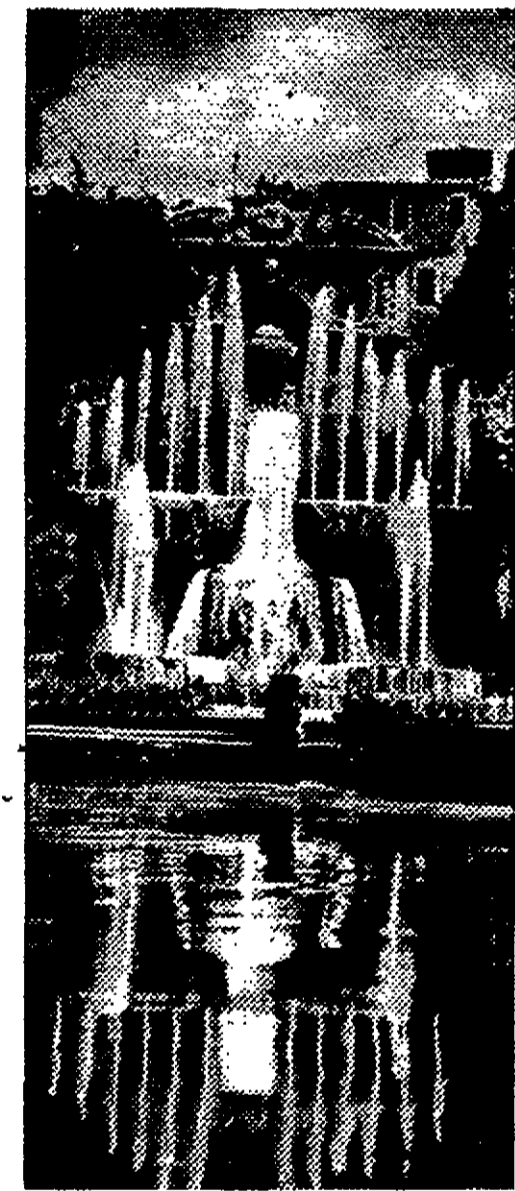
Observing that in newspapers the Irish attitude towards the British had mellowed, Mrs. Cross said that there is now a "link of the closest sort" between the two countries because of emigration to Britain. Today the Irish political consciousness is more concerned with getting into the Common Market and building up trade and industry. In Southern Ireland there is great concern about the question of uniting with Northern Ireland as well as anti-Protestantism which focuses a great deal of political interest.

Coupled with the Irish sense of humor is a seriousness "in the sense that poverty makes people serious." The people vary with the landscape which ranges from "lush romantic" to "very severe." Mrs. Cross experienced a "feeling

of division" between the students she observed in Dublin and the crowds on the street. It was the same division Joyce made between Stephen and Bloom.

A sense of "broken history" and "sporadic monuments" distinguishes Ireland from a country like France. The government has neither the interest nor the money to sponsor cultural achievements.

An afternoon in the zoo in Dublin exhibited the charming haphazardness which characterized Ireland for Mrs. Cross. Rather than carefully labelling the animals in the cages, the Irish group a large assortment of birds together and then, off to the side, list about 50 birds, not telling one from the other. Funniest of all, were the monkeys. Instead of seeing them in separate cages, Mrs. Cross found them mixed in with the giraffes or with the elephants, any place they happened to fit was fine with the Irish.



. . . or the majestic Tivoli fountains of the Villa D'Este . . .

### Southern Rhodesia...

(Continued From p. S1)

But, there isn't much time. The African has viewed the ways of Westerners at first hand since Cecil Rhodes ravaged Central Africa in the 1890's. The Matebele people have served the demands of the British in two world wars. They have been taught English and can communicate with the Mashona people to the north, and almost all of the major tribes across the continent. Nationalism is a vital force; "One Man, One Vote" voices the immediate demand of the ZAPU Party. The African is demanding a government which will establish free, compulsory education.

### Foreign Studies...

(Continued from Page S1)

"When I decided to go to Israel, I realized that I didn't know enough Hebrew." Miss Zuckerman went to the Jewish Agency in Manhattan which placed her on a kibbutz with other students representing many nations, for the three months of the summer preceding her stay in the university. After a half-day of work, usually in the fields, ("Cutting down bananas was lots of fun"), time was devoted to the study of the language.

The school year begins late in Israel, because of the Holy Days which fall in September. It was late October before Miss Zuckerman was settled in her apartment with three room-mates, near Hebrew University campus in Jerusalem. American students usually found difficulty in obtaining a room in the university dorms. These rooms average about \$6.00 per month in American money. Tuition, by American standards is exceedingly low — about \$100-\$200 per year.

A student at the University carries an average of 25-30 credits per term. Miss Zuckerman filled out her tentative program at Barnard before she left for Israel. "I'm still not sure of what courses I'm getting credit for." According to Miss Zuckerman there's always an element of doubt over which foreign courses will provide complete transfer of credits. A Russian language course, taught in Hebrew, was particularly challenging. A philosophy course, offered by the English faculty, was taught by a Columbia exchange professor, in English.

During her vacations, Miss Zuckerman had time to travel. A (See FOREIGN STUDIES, P. S8)

Twenty percent of Southern Rhodesian Africans are permanent urban residents. Westernization extends in dress and language to almost every corner of the country touching all but a fraction of the rural population.

#### Tensions Rise

It is not difficult to understand the tension which a multi-racial group of American Crossroaders could cause in the colonial society. There were unpleasant newspaper articles and plaques of friendship; a completed school; sadza and hamburger parties; twist lessons, a tribal marriage; offers to buy the girls in our group with cattle and chickens; hostile political meetings and special tribal dance performances; all that would make up eight weeks of personal exchange of culture and ideals. We were Americans; we were special . . . in both the good and bad aspects of the experience.

For the Africans of Southern Rhodesia "peace" is becoming impossible. They are tired of saying "thank-you" for what is rightfully theirs in the society. The European has less and less time to create an atmosphere in which he'll be welcome in Rhodesia.

### Exchange...

(Continued from Page S5)

lage. Because it is still a foreign concept in many parts of Africa for women to work alongside of men, most of the African volunteers are boys, and the place of girls on the project is a significant one. Indeed the fact that a group of Americans has paid to come from so far away, has volunteered to work, is important. A degree of dignity is given to the work of one's hands which is necessary for encouraging self-help and development.

The purposes of Crossroads, however, do not involve "selling" the United States. In nine weeks there is much more to be learned from Africa than could possibly be given. It is perhaps trite to say that the future rests with the youth. In Africa, however, this statement could not be more true. Crossroads Africa depends on a strong faith in that future and in those youth who will soon be the leaders of their new societies. A building left by a Crossroads group is more than just a structure of bricks. It is a means to an end — a symbol of friendship and hope for strengthened bonds between all of us and the people of Africa.



. . . the sights and sensations which greet the student traveling in Italy are always exciting, instructive, and enjoyable.

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# Revolutionary Cuba: Last 'Home Base' Operation Crossroads... To Traveler On 4 Seas, 2 Continents

by Andy Wollam

Before I was eleven, the States was the place where Grandpa and Grandma lived, where you could drink water out of the faucets no matter where you went, where there was snow, and where there was television, something I had seen when I was very small. I was born in Latin America, lived in four foreign countries on two continents before I knew what it was like to live in that wonderful country known as "the States."

## Familiar Territory

The Mediterranean, the Pacific, the Caribbean, and the Atlantic were familiar territory to me for my father is a Foreign Service Officer.

I usually get one of two reactions when people discover that

my father is in the Foreign Service. Either they exclaim over what an exciting life I must have had, or they express deepest sympathy at my having to be uprooted every few years and plunked down into a new environment.

Actually, it has been a combination of these two extremes. Over the years I have attended at least ten different schools, and have moved at least every three years if not every one or two. However, I have learned (and forgotten) two foreign languages, lived through a revolution, and I'm probably the only one in Geology 1, 2 who has actually peered into Vesuvius.

## Preferred Post: Cuba

People are constantly asking me what post or country I enjoyed the most. This is a hard question to answer since I appreciated each country for different reasons at different age levels. The country that made the most impact on me was the one in which I lived most recently, Cuba.

When I arrived in Santiago de Cuba, the revolution was well under way in the little city that was afterwards known as the "cradle of the revolution." This situation was not always as exciting as it sounds. Clandestine activity in the city and the rebel

movements in the country around Santiago usually didn't reach the ears of the fourteen-year-daughter of the American consul, and such things did not appear in the local press whose government-censored outlook generally didn't admit the existence of a revolution.

## Limited Activities

Before the switch in the tone of Castro's revolt, I was as ardent a "fidelista" as my Cuban friends, but talk about such things was limited. My family's activities were limited, also. Being Americans, technically uninvolved in the struggle, we could drive beyond the bounds of the city much more easily than most Cubans and we frequently did, usually for excursions to the Guantanamo Naval Base, eighty miles away.

After a while it became unsafe even for us to leave the city as rebels controlled areas right up to the outskirts of Santiago. Shooting incidents in the streets became frequent; more than once we "took to the floor" to avoid the possibility of being hit by stray shots. Since commuting was impossible, my older sister and I moved to the Navy base to attend school the fall of 1957. We did make it back home for (See CUBA, Page S6)

(Continued from Page S2) will not forget you), the truck pulled away from peaceful little village on the Senegal River.

There were so many aspects to the summer, and to try to recapture each of them in a short space is proving to be difficult. Each of us was a different kind of person but each of us felt we were learning much more than we could give. This was an adventure with time, with eternity, with people with history. In starting Senegal's 3rd chantier école, we were part of the growth of a brand new nation whose national anthem is only two years old. We could feel the new life, the independence, and all of the mixed sentiments of the Senegalese people whose new pride in a heritage only now being-recognized is combined with an uncertainty into a unique personality. Senegal is a small country and it is poor in resources; it is, as is said, "in the midst of self-development," but there are is a great "joie de vivre," a spontaneity. People are not afraid to show how they feel — (our words of wofol were greeted with gales of laughter!) Sentiment is genuine; we felt culture-bound.

After our five weeks in St. Louis we traveled home with our African crossroaders. The last night together, Gassama, one of the boys stood up and spoke to us: "You are the American of to-

morrow. You will return to your country alone, but you go with our hearts. It is up to you to tell other Americans that we may have black skin, but our spirit is the same." These words speak for themselves. We are "back in our country" now and our new African friends are counting on us. Their country is a little bit our country too. We have an investment in her future, a future in which my little friend Inssa, age 11, of Tassinere, will, I hope, see this country bring her important message to the world.

## Ecuador...

(Continued from Page S3)

was sponsored by the Carnegie Corporation of New York.

The four boys in the group and Professor Casagrande set out in a south-eastern direction toward the jungle, to a little town called Puyo. Ecuador is divided into three main parts. The Andes Mountains cut vertically down the center. To the west of the Andes is an area called the coast which is tropical and where most of the bananas (Ecuador's chief export) and sugar cane is raised. To the east of the Andes is the jungle or Oriente as it is called, comprising almost one-half of the total land area of Ecuador, but including only about 4% of the total population. Most of the jungle inhabitants are uncivilized Indians who don't speak Spanish, such as the Jibaros (known for their headhunting customs) and the Aucas (who made LIFE magazine a few years ago when they killed four Protestant missionaries.) But most of these Indians live "mas adentro" — or really deep into the Ecuadorian jungle. The place where the boys and the professor were going was inhabited mostly by new colonists who had left the coast and the sierras or mountains to settle and colonize the virgin lands nearest to the Andes.

The other girls in the group and I were sent to a little sierra town called Ambato. Once there we found a hotel room for 50c a night. After getting settled we began visiting the surrounding villages with the Andean Mission, a group affiliated with the International Labor Organization and the United Nations, which would visit each of eight communities in their jeep, once every (See ECUADOR, Page S7)

## Spain...

(Continued from Page S3)

small for tractors to be worth the expense. (I think of the U.S. power lawn mowers and wonder.) And as for the large tracts of land — the owners can afford to hire workers. Labor is cheap in Spain.

What is most galling is that the church with its treasure rooms filled with gold crowns, precious robes and statues, takes from rather than gives to the poor. It does very little more for the people than does the government.

We never expected such poverty. Neither did we expect the intellectual and moral censorship we found. We did, of course, understand that the Spaniards would be prevented from complaining or trying to criticize the government. Dictators don't fancy free political thought. What we were totally unprepared for was moral censorship. In Santander where we studied for a month we (See SPAIN, Page S6)

## Emerson Advises Early Preparation For Area Majors

by Shoshanna Sofaer

The Foreign Areas Studies Program is meant to be a "corrective to the Western civilization outlook" of liberal arts colleges in this country, according to Mrs. Jirina M. Emerson, of the Government Department, and adviser to Russian Area Studies majors.

Area majors are available at the present on Russia, the Far East, Latin America and any particular country in Western Europe, with special departmental arrangements for the British Civilization major. In charge of the program is Professor John Meskill of the Oriental Studies Department.

Under these programs, students who want to concentrate on an "exotic" area of the world can have an opportunity to take courses in several departments, and build them into a coherent major.

But the program, it is stressed, is not designed for departmental dilettantes. Approximately three semesters of courses must be taken in one department, such as economics or government, which do not deal specifically with the area being studied. This is to ensure that the student will have experience in a particular discipline and its research techniques.

Experience with area programs in other colleges has shown, Mrs. Emerson stated, that this semi-specialization in one department is necessary, especially for graduate work.

Students who are considering majoring in one of the areas offered should investigate the requirements in that area early, since in many cases some requirements must be taken in the sophomore year. (See AREA STUDIES, Page S6)

## Meskill On Formosa

(Continued From Page S1)

wan as a faculty member of a summer institute in Chinese civilization attended by American college teachers, Formosan students are "strongly more interested in academic subjects that reflect the modernized world" than those that discuss the ancient civilization of China. He found the Chinese students had "pride in but not much knowledge of" their heritage.

He noted that students generally acquire a good reading knowledge of English and, depending on what institution they attend, may have a good speaking com-

mand of the language. However, he pointed out, the use of English is one more qualification that might improve a student's chances for a better job.

"Extracurricularly," Professor Meskill noted that there are "few visible movements of a political nature," but that this can be explained to an extent by the fact that on the major issue in Formosan politics, the return to the homeland, there is no dispute. At the same time, he noted that Chinese students are interested primarily in questions concerning China rather than the outside world.

## Switzerland: Land Of Armed Neutralism, With A Feeling Of Strength, Movement

by Iris Unger

Wherever one goes in Switzerland, it is impossible to escape the feeling of being surrounded by strength and movement. There is the sound of cars whizzing by in Zurich or horses clopping past in cobbled Luzern. The mountain-fed, melted snow streams surge in endless flows. Cable cars crisscross vast "sees." The Alps rise, drenched with the blue-white yellowness of alpine miniature flowers. And there is always the massive, seeming impenetrability of the rock.

Switzerland is a country of strong geology: cirques, steep slopes, narrow passes, the Jungfrau, glaciers. These features work both ways for their inhabitants: keeping strangers out, but also keeping in the people of the twenty-two independent cantons. Fortunately, the Swiss people are as strong as their setting, tenaciously holding onto principles and life itself.

It is difficult for a non-Swiss to appreciate or understand how a country surrounded by France, Germany, Austria, and Italy could have been neutral during two world wars. I spoke to Hans,

a university mechanical engineer, and learned that his country has been able to maintain its peace and high standard of living because of strength. This cornered land, about which there is a standard Navy joke (since it has none) does have the largest ready army in all of Western Europe — 604,000 strong. These troops undergo ceaseless drilling and have an absolute will to fight, if threatened. In addition, there are auxiliary forces of almost a quarter million in which women participate.

Unlike the United States' attitude toward Army service, the Swiss men are proud and eager to be a part of a compulsory, universal force which can be fully mobilized upon short notice. Speaking to Jurg, the young architect and guide of our National Students Association tour, I learned that this armed strength is carried, uniquely, into the home. Since Switzerland consists of thousands of isolated villages, each man has an automatic rifle near his hearth. Shooting clubs are popular, and this form of "recreation" might one day mean existence.

He went on to explain half in English, half in French, how his competent government's non-alliance with NATO does not mean that the Swiss have no inner political leanings. They are highly individualistic and democratic, as is evidenced by the state-like organization within the country and aversion to strong centralization. Only a few taxes, for defense and roads, are levied by federal power in France.

Our bus pulled into an Emmental Cheese Factory and we forgot about armies. After, we joined the family in a feast of "milch" in cartons whose corners we cut with scissors and squirted the liquid into sparkling glasses. Plates of cheese, hard-crusted bread, a little boy with a blue box

car, deep green countryside around, red-tiled roofs with clumps of black-brown moss. Above, swallow-tailed birds, sound of church and cow bells and suddenly — rumbling shots and terrifying jets soared overhead from a nearby base. Again and again they dropped practice bombs into a dyed circle target in a lake. It is not easy to forget Switzerland's strength. She has over 400 jets, some American, some British with expert pilots whose training is also compulsory. Jurg proudly wore his "wings" all the time.

Then we went down to the Battelfeld of Sempach where the Swiss nation of today was literally born. Five hundred Swiss in 1386 conquered 3,000 invading Austrians. There was the memorial church and equally memorial charred bones of once-armed soldiers. Just across the road from this scene of bloody history, was the tranquility of heaped hay stacks. Seeming tranquility, for I then noticed pyramidal blocks of grey cement — used during World War II to deter tanks, still practicable.

"If war came," Hans said, "we would retreat into the mountains. Only we know them like the insides of our homes. The women and children first." Perhaps this strategy sounds a little naive in this day of nuclear warfare, but no less it seems than fallout shelter ideology. "Each year," he continued, "until a man reaches 36 he goes to the mountains for three weeks of repetition training. We consider it a vacation, especially if it's in summer, the mountains, air, we sleep outdoors."

Overhead we heard the jets sparring, diving, always hitting their targets. Even Bruno, a young physicist was proud of his country's ability to hit its target. In a letter, he wrote: "This military service is quite a beautiful (See SWITZERLAND, Page S7)

## Germany Shows Scars Of Post-War Politics

by Johanna Hornweg

"Why do you Americans have such awful nasal voices?" This was the question most often asked me this summer in Europe. For eight weeks I lived in Ban Aibling — a small picturesque town nestled near the foot of the Bavarian Alps just south of Munich. There, each week, I attended about 30 hours of classes in beginning German (taught entirely in German).

The ninety students at the Goethe, where I studied, came from many parts of the world. One could hear mealtime conversations carried on in Arabic, Ethiopic, and Hindustani as well as in the more familiar Western European languages.

After completing our studies, a friend and I decided to spend a few days in Berlin. It was during the long overnight train ride from Munich that I got my first revealing glimpse of life behind the Iron Curtain.

One can sense that things are different in the East, even from a train window. Fields and gardens seem less carefully cultivated than those in West Germany. One gets the feeling that either the people don't really care or that there just aren't enough people left to care. Bombed-out shells of buildings still stand as stark reminders of the war and the difficulties of the regime in launching a reconstruction program.

My most vivid memory is the sight of a seemingly endless line of factory workers, both men and women, on bicycles stopped at a railroad crossing. At 6 a.m. I wondered about their thoughts as they watched our train from the West speed by.

In West Berlin itself, my first impression was one of contrast. The city gives the over-all appearance of being a modern cosmopolitan center, with its many imaginatively conceived, recently constructed buildings.

But one is ever conscious of the shadows of the past, of the Berlin that used to be. The Wall and the barbed wire don't obliterate the fact that the Brandenburger Tor in East Berlin was once the heart of one great thriving city.

The Wall itself is certainly a depressing sight. Everyday, rain or shine, on both sides of the Friedrichstrasse crossing (Checkpoint Charley) stand little clusters of people just staring at the other side.

One thing I noticed throughout

my stay in Germany was the number of people — maimed, scarred, or crippled — who bear for life the effects of the war.

It was most gratifying to note the great enthusiasm of many West Germans, especially university students, for the Common Market and its future political possibilities. Though sadly resigned to the present division of Germany, they are eager to learn from the mistakes of the past and to help create a better future for all of Europe.

## Spain...

(Continued from Page 55)

went to a performance of the Royal Dutch Ballet. The program note read:

"The circle, creation of primitive man who dances unknowing, undoes the line, product of conscious man who fights in order to arrive at perfection."

This means nothing — and meant even less in relation to the ballet — a piece loaded with sensual symbolism. Change a few words around in the program note and it makes sense. The explanation was there to confuse the spectator — to make him forget that sex exists, let alone that it exists in this ballet.

The dictatorship is, to top it all off, inefficient. Mussolini made the Italian trains run on time. It is a surprise that under Franco Spain's trains haven't stopped altogether. The Spaniard's and the tourist's bane is La Renfe — Red Nacional de Ferrocarriles Espanoles where it is customary to stand on line for three hours in order to find out that there are no tickets available for that train.

Naturally, the rich don't have to wait on lines — pull means everything. Since this is a dictatorship, each city has a quota of tickets it can sell. And of all the countries we traveled through Spain is the only one in which inspectors check passports on every single train — not just at the border.

The Spaniards accept far too much. They tell you they need a dictator — to avoid the constant bloody civil strife that would accompany an attempted democracy in Spain. Certainly with their underfed, poverty-stricken and maimed people they are in no condition for another civil war. The last was enough. Franco is

## Cuba...

(Continued from Page 55)

Christmas, which that year was an unusual affair. The rebels had let it be known that decorations and such trivia during the war would be ostentatious; families displaying any sort of decorations were inviting trouble. We managed to secure trees from the base for the American families, but it was necessary to keep them hidden behind closed shutters. The sound of gunfire on Christmas Eve seemed sadly out of place.

Watching the progress of Communism in the country which had so exuberantly won its revolution was a heartrending spectacle. Everyone had been so hopeful, happy, and anxious to prove what Cuba could be like. "Ya los Americanos no van a tener dificultades ningunas." Castro once assured my mother when the fighting was over (Now the Americans will have no more

troubles at all [in Cuba!]). My family was deeply moved by those Cuban friends who came to say goodbye before we left, anxious to assure us of their friendship and to plead with us not to think of Castro's Cuba as the real one.

This is just a small segment of life I have led — sometimes hectic, just as often dull. Life in the Foreign Service certainly does not live up to the popular image of the wealthy diplomat living in luxury. This image points up to a third reaction I occasionally get when I announce that my father works for the State Department. "Oh yes, the Foreign Service" someone may say in a sarcastic tone of voice, and immediately I know that I am being pictured as the daughter of another "Ugly American."

Living with the Foreign Service engenders a fighting loyalty

## Student Recalls Drama Of Flight To Freedom

by Helen Frey

One of the automatic and inevitable results of a Communist take-over is the need and the desire to escape. Some get the chance to make a concrete attempt at flight. Of these, some succeed and some do not.

My family succeeded. We succeeded in escaping from Hungary only to discover that we had succeeded in escaping, not to the American but to the Soviet sector. We had forgotten that the

four occupying powers rotated sections.

### Soviet Occupation

Immediately after the war, Hungary was subjected to Soviet occupation and with this catastrophe came all the horrors of the Communist system. Freedom was slowly stifled — freedom of thought, of movement, of speech, of press. It was the abrogation of this last freedom which most directly affected my journalist parents and which precipitated their decision to flee to the West.

The denial of passports made it impossible simply to leave the country; one had to escape.

### Flight to Freedom

So in August, 1948, as the barbed wire fences, the mines and the border watchtowers were being erected we began our flight to Austria and freedom.

In our escape we relied on the aid of a Zionist group, whose primary function was to help escaping Jews reach Palestine, but who also assisted, as in our case, non-Jews who simply wished to cross the border into a neighboring free country.

First we traveled by train to the Austro-Hungarian border where we were rowed across a swampy lake separating the two countries. But our journey was only half over since, at this juncture, we had done no more than enter into the Soviet occupied point of Austria.

Our next objective was to reach a little town far from there without running into the regularly patrolling Russian border guards. This we managed to do and from here proceeded to Vienna which at the time was occupied by the four victorious powers.

We asked our guide to take us to a certain hotel which we believed to be in the American sector of the Austrian capital. He seemed surprised.

On reaching the hotel, we informed the manager that we had just escaped from Hungary and that we would report to the Austrian police the next day. The hotel-keeper, too, appeared surprised.

### —The Knock at the Door

The next morning we were awakened by loud knocking. On opening the door we were confronted by a man who identified himself as a member of the Austrian police force. He told us that the hotel manager had informed them of our arrival, as was required, but that he (the police officer) would say nothing if we managed to get out before the Russians became aware of our presence.

It was then that we realized that we were not in the American, but in the Soviet sector.

No wonder our guide was puzzled by our choice of hotel and the manager marveled at our boldness in advertising our escape.

We hurriedly packed and crossed into what was positively the American zone. After living in Western Europe for a few years we eventually came to the United States.

Our flight ended well, but others do not. Yet despite the terrible punishment for unsuccessful escapes, the exodus continues and will continue; and not all the walls, not all the mines and barbed wire in the world are going to stop the flow of humanity from Communist dominated countries.

## Jobs Abroad Enrich Mind; Are Bad For Pocketbook

by Susan Tucker

"Summer jobs abroad for college students are fine for learning, but not for earning," according to Miss Pockman of the Placement Office. College students can get jobs through the American Student Information Service, the American Friends Service and the International Association of Students in Economics and Commerce, as well as through religious groups.

These organizations provide students with work in a country of their choice where they earn their room and board. Time is allotted for tours of the country providing an opportunity to get to know a people and a culture first hand. Passage money comes out of the student's pocket, though scholarships are available.

The ASIS has scheduled a work-travel program in Germany, Finland, England, Switzerland, France, Spain, Norway and Holland. Resort work, hospital work, factory work and farm work are available. Jobs are for a minimum of four weeks and a maximum of three months. Pay is the same for the students as it is for the Europeans who are holding these jobs. Germany is noted for its high standard of working conditions and pay, as well as for its large number of jobs.

The ASIS provides four "saris" (passage to and from Eu-

rope) at different price levels. \$360 is the minimum transportation fee. Of course, by holding down a good job in Europe, part of this passage can be paid back.

The American Friends Service provides work camp jobs in Europe and the Middle East for \$500 and in Japan for \$800. In these work camps students participate in repair work in cities, villages and refugee camps. This will directly help the natives help themselves. International Seminars where people of 20 nationalities meet to discuss world problems are also open.

The ASEC offers students interested in a business career job placement in Europe, Africa, and Asia. At least one economics course is required for application. Information about this program is given in 801 Business from 12 to 1:00 daily.

Protestant groups including the YWCA, the Luther League, the Presbyterian Summer Service and the World Council of Churches, rebuild chapels, set up schools and construct community centers in Mexico, Europe and the Middle East. A forthcoming booklet lists the projects for 1963 that are sponsored by these religious groups.

Information concerning any of these job opportunities will be found in the outer room of the Placement Office in the next few weeks.

getting old and will die eventually. Some Spaniards feel that Don Juan Carlos will accede to the throne but that, and Spain's future political condition, are highly problematical.

One is disgusted by the poverty and the ugliness of political, economic and social conditions in Spain, yet one cannot help but be drawn to her glorious literature, her unsurpassable art and architecture, bewitching music, her beautiful countryside (beautiful even in its ugliness and strangeness) and her fascinating people.

Spaniards are, as a whole, independent, strong, proud and unfailingly honest. One incident should serve to point this out. In one of our dealings with La Renfe (the only good one, as a matter of fact) we bought train tickets from Granada to Seville. We got the change and without really counting it started to put it away. It seemed too little and we asked how much change the man behind the counter had given us, but since we really couldn't remember how much we had put away, we decided to drop the matter.

The next day — a national holiday — we went to the station to leave Granada. As we boarded the train, a man came up behind us and asked us if we were the girls he had sold the tickets to. He then gave us ten pesetas — about 17 cents. He had accidentally short-changed us and had come all the way to the station on his holiday to rectify the mistake.

Spain is not all gaiety and color. In fact, even through the lively flamenco runs a strain of melancholy, sadness or desperation.

Spain is equivocal, frightening, depressing, but she is eternally fascinating and attractive.

She forces one to feel some way — or several ways about her. One cannot visit Spain and remain noncommittal. —J. R.

## Area Studies...

(Continued from Page 55)

omore year.

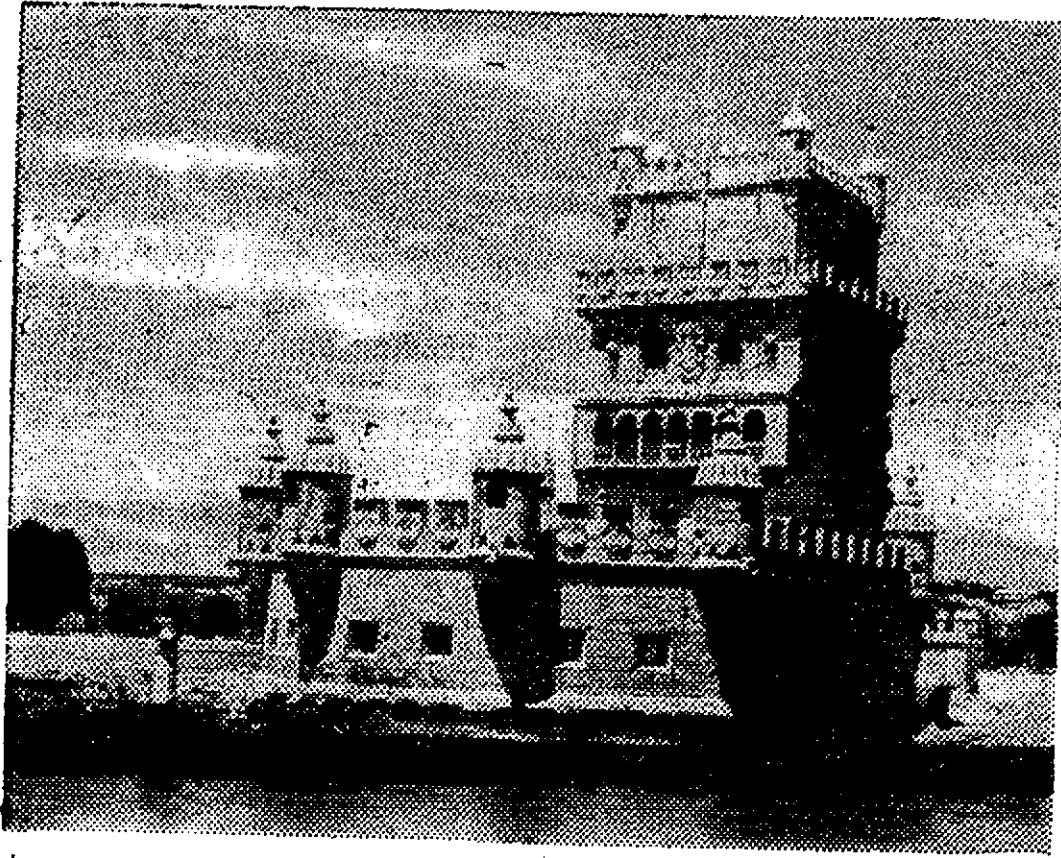
For example, the Russian Area Program requires that two years of Russian be completed by the beginning of the senior year, and all areas feel that the elementary course for the projected department of concentration should be taken in the first or second year.

Students who want information about the requirements for a particular area should consult with the advisers listed in the catalog as soon as possible.

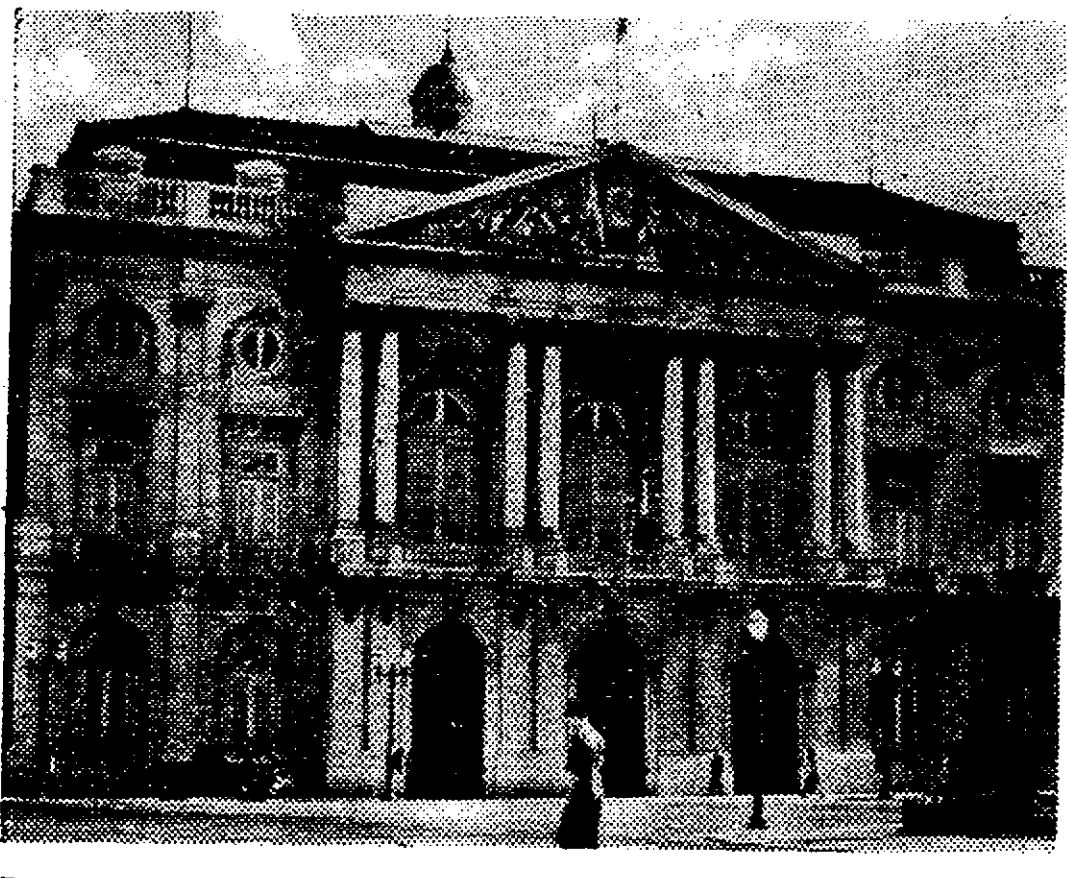
in its children. Once provoked, I can go on for hours about the merits of this great... but I won't get started. It's been a wonderful life, and I wouldn't have missed a minute of it.



# Far-Away Places: Portugal



Upper left: Lisbon, Torre de Belem; left: Lisbon, Plaza of Commerce; lower left: Lisbon, Municipal Building; upper right: Lisbon, Church of Estrela.



## Israel...

(Continued from Page 3)

Youth in Israel are facing a change in goals. The land is no longer of prime social value. "Careerism" is leading good minds to Hebrew University and the extensions in Haifa and Tel Aviv where science, economics and teaching are leading courses of study.

Mandatory military service for both boys and girls reaching 18 is a well-known part of Israeli life. Its later effect on the young



The freshness of modern progress and the springiness of modern youth are very much in evidence in this view of one area of the campus at Hebrew University, Jerusalem, showing the bright promise for continued progress in the future.

veterans seems to be a support of the defensive militarism necessitated by the hostile enemies surrounding the country. They (girls, too) consider the Army training valuable to them and necessary to political survival. It certainly toughens them physically and socially.

Conquest of the desert, a successor to Ben Gurion and a working political system, integration of immigrants from the East and West and the countless problems of any dynamic society today challenge the Sabras (native-born) of Israel's second generation. C.B.

## Junior Year...

(Continued From p. S3)

for her extremely valuable. It can also be gained without dislocating any of her work for the degree at her home institution, that is, Barnard, providing she plans well." Students in good standing who feel they would benefit from a year of study abroad may apply for a leave of absence under Barnard's present system. Majors in history, language and fine arts are among those who would derive the most benefit from these programs. Courses to be taken abroad can be certified by the Chairmen of the various departments as to their acceptability for Barnard credit.

Dean Bailey noted, however, that "there are certain areas of study in which the experience of a year's study abroad comes most effectively at the end of four years of undergraduate work, not in the middle."

Credit will be given for courses in which a grade of C is received, if the courses have been taken under the auspices of an American college. A student pursuing an independent course of study is doing so "at her own risk" according to Dean Bailey, because there is no assurance of receiving credit. Colleges which sponsor Junior Year Abroad programs include Smith, Sweetbriar, Sarah Lawrence, Hamilton, New York University, and the University of Syracuse.

The cost of a Junior Year Abroad is generally around \$2000, not including transportation costs. While tuition at the foreign institution is usually quite low, the sponsoring college adds "service charges." Sweetbriar's Junior Year program in France costs from \$2300 to \$2600; the University of Syracuse's "Semesters in Italy" cost the student \$1360 per term. This includes transportation, tuition and fees, room and board.

Scholarship opportunities are "not very extensive" although "there are possibilities for partial help within the program," Dean Bailey stated. Barnard has no scholarship program, and unless the Junior Year is taken under the aegis of a New York State institution, Regents scholarship aid will stop.

A Barnard student who has spent her Junior Year abroad will have to apply for readmission to the College, but this, according to Dean Baily, is little more than a formality.

Any student in good standing who left Barnard for a year of study in Europe is certain to be welcomed back with open arms, especially since she probably has many fascinating experiences to talk about.

## Ecuador...

(Continued from Page S5)

two weeks. I visited these villages over a span of two weeks or so, spending the day in each one, visiting some homes and generally getting my bearings. At the end of this time I selected four communities and decided that I would spend a week in each of them.

My project for the summer was called "Internal Migrations in Ecuador." On the basis of my research prior to the summer I had learned that the sierras — comprising about one-third the total land area — supported about 75% of the total population. Therefore there was a problem of land and water shortage. It seemed as if quite a few families were beginning to leave the sierras permanently — apparently for reasons of poverty — to live in the jungle — where land was cheap and plentiful — or to live in the cities.

The four communities which I chose to live in, were called Segovia, Agua Santa, San Francisco and Yana Yacu. Their populations ranged from about 80 families in the smallest to about 350 families in the largest.

I visited various houses in the community to speak with seasonal migrants or their families—

or with people who had migrated and returned — or with families or friends of people who had permanently migrated from the village. I knew beforehand which people in the community could give me information — since I always spent the first or first two days compiling a list of permanent and seasonal migrants in the village where I was staying. (See ECUADOR, Page S8)

## Switzerland...

(Continued from Page S5)

vacation, although we're working pretty hard since we have to teach the soldier how to use the new automatic weapon which they are going to take home.

I already got a nice suntan while working with a rope in the rocks and shooting in the snow. It really is fun to shoot with this new weapon since it can be used for many different purposes, and it is true that the firing power of the Swiss Army has been increased by a factor of three during this year (without American military aid!!)

Bruno, Jurg and Hans are Swiss. Their ancestors preserved peace at Semprach in 1386. Today the task is theirs.

## Over The Sea: Haifa



HAIFA port climbs from the Mediterranean blue to Mount Carmel's green peak.

## Only One Girl In 100 Receives Prize; Otue Leaves Nigeria For U.S. Study

From Nigeria, 100 students received awards this year from the African Scholarship Program of American Universities: 99 boys and one girl — and that one girl, by the name of Ada Otue, came to Barnard. Miss Otue is the first girl from Nigeria to participate in this program, sponsored in conjunction with Barnard College since 1960.

Miss Otue was granted her scholarship after passing an exam similar to the college boards, and after being interviewed by a commission of which Barnard's Admission Director, Miss Helen McCann, was a member. Barnard College pays Miss Otue's tuition, the U.S. government subsidizes her room and board, and the Nigerian government provides transportation.

The oldest of six children, Miss Otue is the daughter of a doctor now serving as Minister of State for the Nigerian Department of Agriculture. She comes from the Ibo tribe, who follow the Christian religion. The largest language group, the Hausa tribe is Moslem, as is the third predominant tribe in Nigeria, the Yoruba.

On the way to the United States, Miss Otue sailed with a student ship representing 45 countries. Their orientation on board ship included topics concerning American personality, customs, homes, government, dress and dating.

Miss Otue commented that the American schools seemed very different from her "grammar school," based on the English system, in that there is more concentrated study on major interests and less work on other requirements. "I don't find the work so hard," she smiled, "as that there is so much of it!" Miss Otue received a boarding school education, because there are no public



Ada Otue and Crossroaders Frankie Stein and Betsy King.

schools on the secondary level as we know them, even though there are state-supported schools.

Miss Otue likes the atmosphere of Barnard and Columbia, noting that the attitude of International House was warm and "casual." Comparing American youth with Nigerian, Miss Otue stated: "Nigeria tends to mix east and west, ancient and modern. You'll find that there are kids that play Nigerian music and kids that do the twist."

Ada Otue believes that "people

should try not to make so much out of being the same — because we are different: there are biological and cultural differences which people have to learn to appreciate rather than to merge all into one."

—E. W.

### Ecuador . . .

(Continued from Page S7)

There is a fair amount of internal migration from these villages. Usually about one-fourth of the male migrants were between the ages of 18 and 26, and most of them went to the coast to work during the zafra or sugar harvest.

Others migrated to the cities where they worked as chauffeurs, waiters, etc. Others worked on the coast during the rice harvest or on the banana plantations—and still others worked at cutting wood.

Permanent migration was to the coast — where families would rent land from the haciendas—and after paying another fee, they would become owners of the products of the land, but hardly ever of the land itself. And many were migrating to the east, to the jungle, where they could buy virgin land from the government at very low prices — about one American dollar for approximately 8 thousand square meters of land.

(Continued from Page S4) week spent on a young Sabra kibbutz outside of Elath highlighted the winter semester. These young men and women, Miss Zuckerman said, were the most idealistic she met in Israel. The American Friends of the Hebrew University sponsors a year group study program. "As

much as I enjoyed studying independently, I would still recommend the group plan for students."

Joan Sherman '63, studied at the Sorbonne in France, under the auspices of the Hamilton College program. Miss Sherman agrees with Dean of Studies, Helen Bailey, that a year abroad is "A valuable experience provided that you take courses that help you in your field." She contends that to spend a year abroad without the direction of a group program would have been a mistake for her.

"The main advantage was that all the courses open were worthwhile." According to Miss Sherman, it's possible for American students to schedule themselves for courses which are best suited to them. "The director of the program, the Head of the Romance Language Department at Hamilton, knew what courses were best for us." Professors of the college alternate in leading the program each year.

The program also arranges for the students to stay with families during the year. It places the students in middle income homes. Often there were students in the families. Miss Sherman found it easiest to meet foreign students. "That's because foreign students are eager to meet each other"

The actual program begins in Biarritz, not Paris, with a six week orientation period. The students were divided into groups according to their ability to speak French. Once in Paris, Miss Sherman pursued her major with a language and a French literature course.

"The student is entirely on his own; there is rarely a syllabus — just recommended readings." And like Miss Zuckerman, Miss Sherman found there was usually one exam for the year. The final exam was often oral, and consisted of only one question, while the grading system, very different from our own, was adjusted by the director of the program to suit the students' requirements.

During vacations Miss Sherman traveled through other parts of France ("Living in the provinces is entirely different from staying in Paris"), Switzerland, the Low countries and Italy. Traveling expenses add up, she said. In addition, Miss Sherman claimed she averaged \$40-\$50 per month for personal expenses.

Miss Sherman never objected to what others have called "supervision." Instead, she said that studying with a college group makes the year abroad "both worthwhile and approved."

## Familiar Shows — English Style



From Broadway to the West End of London, theatre-going is all the same. "My Fair Lady" made as big a hit on Eliza Doolittle's return to her native 'ome as it did when it played in the Colonies. "Black Nativity" brought indigenous American gospel singing in the form of a song-play. Marion Williams and Professor Alex Bradford, shown above, are veterans of many gospel singing groups. This year three British imports are due on Broadway, which are expected to receive a warm reception here.



### Holiday . . .

(Continued from Page S4)

One can't forget Las Ramblas where birds and flowers are sold  
Nor Gaudi's new cathedral with architecture bold  
Our stay in Zurich was naturally too short.  
We spend most of our time at the Kloten airport.  
Tea at Bauer-au-Lac put us in a Swiss mood.  
The next day at Emilio's we ate Spanish food.  
Henry Miller has said that Paris is a whore:  
We find her beautiful but a bit of a bore  
Museums there are great, but pity 'tis, 'tis true  
Paris isn't French—anywhere else she'd fit too.  
Of all quaint little towns any day we'll take York,  
Home of pudding you eat with a knife and a fork.  
Steeped in history that back to the Romans does date  
Plus walls, renowned Yorkmister, and roads suffixed "gate."  
After seeing such sights our way home we wend.  
Even fabulous trips must come to an end.  
We're thankful for this summer's joy and minimum of sorrow  
And if somebody said the word—we would go back tomorrow.

J.R.

### Greece . . .

(Continued from Page S4)

rocks, and the path to my aunt's house was a steep stairway cut into the shale. We arrived after dark and the hard climb made me wonder why people lived in such inaccessible places (there are neither roads nor electricity in Playa, population about 200). I understood when we arrived at the house which was high above on the side of a hill overlooking the Aegean which stretched all around us. We turned into the main room of the house whose hewn beams and rocky walls were lit by a kerosene lamp. Two old women sat there spinning rough wool onto hand spindles.

We spoke for a few moments but my presence was soon forgotten for it had brought with it the image of my grandmother who

had left the island 50 years before, and they began to wander among the days of the childhood they shared with her. I watched, scarcely breathing for fear I would intrude while the murmuring women spun their thread by the flickering light and wove the tales of their youth. Beyond them, the window and the open door revealed the silver-dark sea broken by distant islands, and the thick rock walls kept out the wind which whistled past the door and around the full moon.

It was in the islands and the villages where blood ties are forged of iron and where the present is not hindered by the glorious past that I sensed the attraction of Greece, her beauty unaware of itself and her eternal youth and regeneration.

### Editorial Comment

## Int'l Communication

With today's International Supplement, Bulletin attempts to present the views of Barnard's foreign students, as well as those of American students who have lived, studied and traveled abroad. We also outline the Barnard programs which facilitate the study of foreign areas.

In the International Supplement, we portray America as seen through the eyes of foreign students and foreign countries as seen through the eyes of American students.

We hope that this Supplement will lead to more action and interest in venturing outside the borders of American culture in order to establish international communication among our generation.

At this time we wish to thank those who cooperated with us — Barnard's foreign students who were able to answer so well the questions of our reporters and those Barnard students (mostly non-staff members) who were so willing to write personal accounts of trips abroad.

# Religion To 'Columnize' In Coming Fifty Years

Religious differences in the United States will be intensified in the next fifty years, in spite of the efforts of interfaith and brotherhood movements within the country to unite people of all faiths, according to Professor Robert Cross of the Columbia University history department.

## Trend Toward 'Columnization'

Professor Cross, speaking at Thursday Noon Meeting last week, predicted a trend toward "columnization" of the three major religious groups — Catholics, Jews, and all others roughly classed as Protestants — on all issues except the common belief in the "virtues of America and the democratic system."

## 'Immigrant Catholicism'

Professor Cross divided "Catholicism in America" into three main periods. During the period of "immigrant Catholicism," from 1850 to 1880, the dominant Protestants in the United States thought of Catholicism as an "insult to God."

## Religious Toleration

The second period, from 1900 to 1940, was typified by "formal and public" religious toleration,

pursued by both Catholics and Protestants with an eye toward converting each other.

Now, when "America is basically no longer a Protestant nation," society is moving away from "religious homogeneity" toward the development of unique "life styles" for each faith.

# Literary Journal To Be Published By GS Students

Students in the School of General Studies will publish a literary magazine this semester and make it available, gratis, to the entire university community.

The publication will feature articles written expressly for it by recognized personalities in varied fields and original material submitted by students in all segments of the university.

An invitation is extended to all members of the university to submit original fiction, non-fiction, and poetry. All material should be submitted to the Owl office, 407 West 117th Street.

# Seniors Get Expert Counseling On Jobs

In the first of a series of meetings, graduate Alumnae discussed opportunities for further education and careers with the Class of 1963.

The students were told that registration cards were to be filed with the Placement Office, to keep a running record of undergraduate and graduate activities.

These Permanent Registration cards must be in by Thursday, October 31, 1962. The cards must include faculty references.

Miss Lenore Pockman, Assistant Director of the Placement Office, who is in charge of the summer, part-time and other employment placement, also spoke to the students. There will be meetings in February on job-hunting techniques and instruction on how to go about it.

On Wednesday, October 31, Miss Christine Hobard, the head

of the Harvard-Radcliffe Business School, will interview those students interested in the school. (These girls should sign up.)

Through the Federal Service Entrance Exam the government offers college graduates job placement at the GS5 category: the administrative level. Interested students should pick up brochures at the Placement Office to find out the dates.

On the state level there is the Professional Career Test Program. Applications should be made by November 2. The test is Dec. 1.

At the meeting the students were also told of the new vocational library in the reception area of the Placement Office, to be ready in two weeks.

# Cellist J. Kessler Premieres King's Crown Concerts

Cellist Jerome Kessler will present the first recital in this season's series of King's Crown Concerts in Wollman Auditorium this Wednesday at 8:30 p.m. Tickets are 50c.

Sponsored jointly by WKCR and the Cultural Affairs Committee of Ferris Booth Hall, these programs are designed to promote outstanding young artists. A frequent participant in the programs of WNYC, Mr. Kessler has performed on WQXR's "Music Talent In Our Schools."

Mr. Kessler is at present a senior at Columbia where he is principal cellist and assistant conductor of the Columbia University Orchestra. This season he is a member of the newly-formed American Symphony Orchestra, under Leopold Stokowski.

## ATTENTION!

### All Ted Mack Amateur Hour Rejects — We Still Love You!

The Board of Managers of Ferris Booth Hall is compiling a talent file for use at campus events. If you are beautiful and talented, let us make you wealthy. See your name in lights. (We bill you for electricity.)

Comedians • Singers • Musicians and Combos • Miscellaneous  
Write to the BOM Social Affairs Committee in 206 Ferris Booth Hall.

P.S. All miscellaneous must be kept caged while performing.

WKCR-FM and the Board of Managers of Ferris Booth Hall present

**JEROME KESSLER, Cellist**  
and  
**MARSHA CHERASKIN, Pianist**

Wednesday, October 24 Wollman Auditorium  
8:30 p.m. Admission \$5.00  
This concert will be broadcast live on WKCR-FM, 89.9 FM

**A CHALLENGE**  
The Members of the Columbia Debate Council do hereby challenge  
The Managing Board of the Daily Spectator  
to a free and public debate on their choice of the following topics:

- Resolved: that the Columbia Daily Spectator ought NOT to be financially independent from the University administration.
- Resolved: that the Spectator has not fulfilled its responsibility to the student body.

We await their reply and if we receive no reply at our office before Wednesday noon we will attempt to find arguments and speakers to uphold their position. We offer them the NEGATIVE side of either topic at 3:30 p.m. in Van Am Quadrangle on Thursday, October 25. All invited. Admission free.

STEPHEN M. RAPHAEL  
President, Columbia College Debate Council

The Class of '64 of Columbia College cordially invites  
The Class of '66 of Barnard  
to a  
**COFFEE HOUR**  
WEDNESDAY, OCTOBER 24  
4-6 P.M. 212 FBH

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SUMMER IN SWEDEN — co-sponsored by the Experiment in International Living. Home Economics — 6 credits.  
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**UNIVERSITY COLLEGE**  
610 EAST FAYETTE STREET, SYRACUSE 3, NEW YORK

**Debate . . .**  
(Continued from Page 1)  
place tomorrow at an all-college assembly at noon.  
A native of New York City and summa cum laude graduate of Hunter College, Mrs. Hauser was the recipient of a Fulbright Fellowship to the University of Strasbourg in 1954. Mrs. Hauser attended Harvard Law School and received her law degree from the New York University Law School in 1958.  
After returning from France, Mrs. Hauser joined the Justice Department where she argued government cases in the Circuit Courts of Appeal. In 1960 she was called upon to write speeches in the field of civil rights for Richard M. Nixon during the Presidential campaign.



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A soft wool hopsacque is the fabric. The VILLAGER shirtdress, this time, is collarless. The look is a striking effortless simplicity that could not conceivably be out of place . . . anywhere. Roll sleeves, matching stretch belt. Air Force Blue, Antique Gold, and Green. Sizes 6 to 16.



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AGAINST!  
HUAC!**  
\*House Un-American Activities Committee. Join a Congressional lobby to influence this year's election. Hear William Kunstler, Pete Seeger, Patrick Gorman, Mark Lane, Harvey O'Connor, Rev. Fred Shuttlesworth, and many others. Seating will be by Congressional Districts. Rally!  
Wednesday, October 24th  
8:00 P.M. sharp 99c  
Manhattan Center  
34th Street and 8th Ave.  
NY Council to Abolish HUAC, 150 W. 34. NYC, PE 6-3288

# Council Dares Spec To Debate 'Status'

The managing board of the **Columbia Daily Spectator** must decide in the next day or two whether it will accept the challenge to appear at a public forum where it would attempt to defend **Spectator's** status on campus, or to ignore Debate Council's dare.

The debate, one of a series of Hyde Park debates will be held on Wednesday on the Van Am quadrangle at 3:30, preceding the weekly Student Faculty tea.

### Choice Of Two Topics

Debate Council has submitted two topics to **Spectator** for approval and selection. **Spectator** would take the negative on either of the following, resolved: that the **Columbia Daily Spectator** ought not to be financially independent from the University or that the **Spectator** has not fulfilled its responsibility to the student body. If **Spectator** fails to reply to the challenge before noon on Wednesday, Debate Council will seek other speakers to uphold the newspaper's position.

## Letters

(Continued from Page 2)

college one big party — which in fact it was not.

But now here I find the reverse attitude, your paper seems to feel it necessary that its students do something more than just study. An interesting reversal, but not at all surprising.

I realize that this was not the point of the author of the editorial, but thought that such comparison would prove interesting to you as it did to me. But then, this is the East, and that was the West: will the twain ever meet?

Of course you could immediately counter my statement by citing Berkeley and Stanford, but the participation of students at Berkeley would make you all thankful for what you have.

So I close, and hope that you will feel the benefit of what you have, and not feel it necessary to defend against something that does not seem to exist. Values, per se, belong in a value theory class of the philosophy department.

Peter Machamer

October 15, 1962

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**BULLETIN**

## Bulletin Board

The Ad Hoc Committee on **Spectator** will hold an open meeting on Friday, October 26 at 3:30 p.m. in Ferris Booth Hall.

A coffee hour sponsored by the Columbia class of '64 will be held in 212 Ferris Booth Hall on Wednesday, October 24 from 4-6 p.m.

The Columbia-Barnard Pre-Law society announces that the Dean of Georgetown University Law School, Kenneth Pye, will hold interviews today from 2:30 to 4 p.m. in 103 Ferris Booth Hall.

A concert by Jerome Kessler, cellist and Marsha Cheraskin, pianist will be presented by WKCR-FM and the Ferris Booth Hall Board of Managers on Wednesday, October 24 at 8:30 p.m. in Wollman Auditorium. Admission is fifty cents. The concert will be broadcast live over WKCR-FM.

The Math Club will meet today

at 4:00 p.m. in 325 Milbank. Naomi Shoenthal '63 will lead the discussion on topics from number theory.

On Tuesday, October 23 at noon Mr. Henry Schwarzschild, director

of publication of the Anti-Defamation League, will address the regular luncheon of Jewish students held in Earl Hall. Earlier this year, Mr. Schwarzschild was jailed in Jackson, Mississippi as a freedom rider.

Ferris Booth Hall Board of Managers Presents

### COLUMBIA-BARNARD ECONOMICS DEPARTMENT RECEPTION

Guest Speakers

4 P.M. — OCTOBER 22

Dodge Room, Ferris Booth Hall

Open to Barnard and Columbia Students

Jewish Discussion Groups Earl Hall

### SPECIAL LECTURERS

TUESDAY, OCTOBER 23, 12-1 LUNCH

"Mississippi Report" — H. Schwarzschild, Freedom Rider

WEDNESDAY, OCTOBER 24, 4:00 p.m. REFRESHMENTS

"Sin and Salvation in Judaism" — J. Petuchowski, Professor,

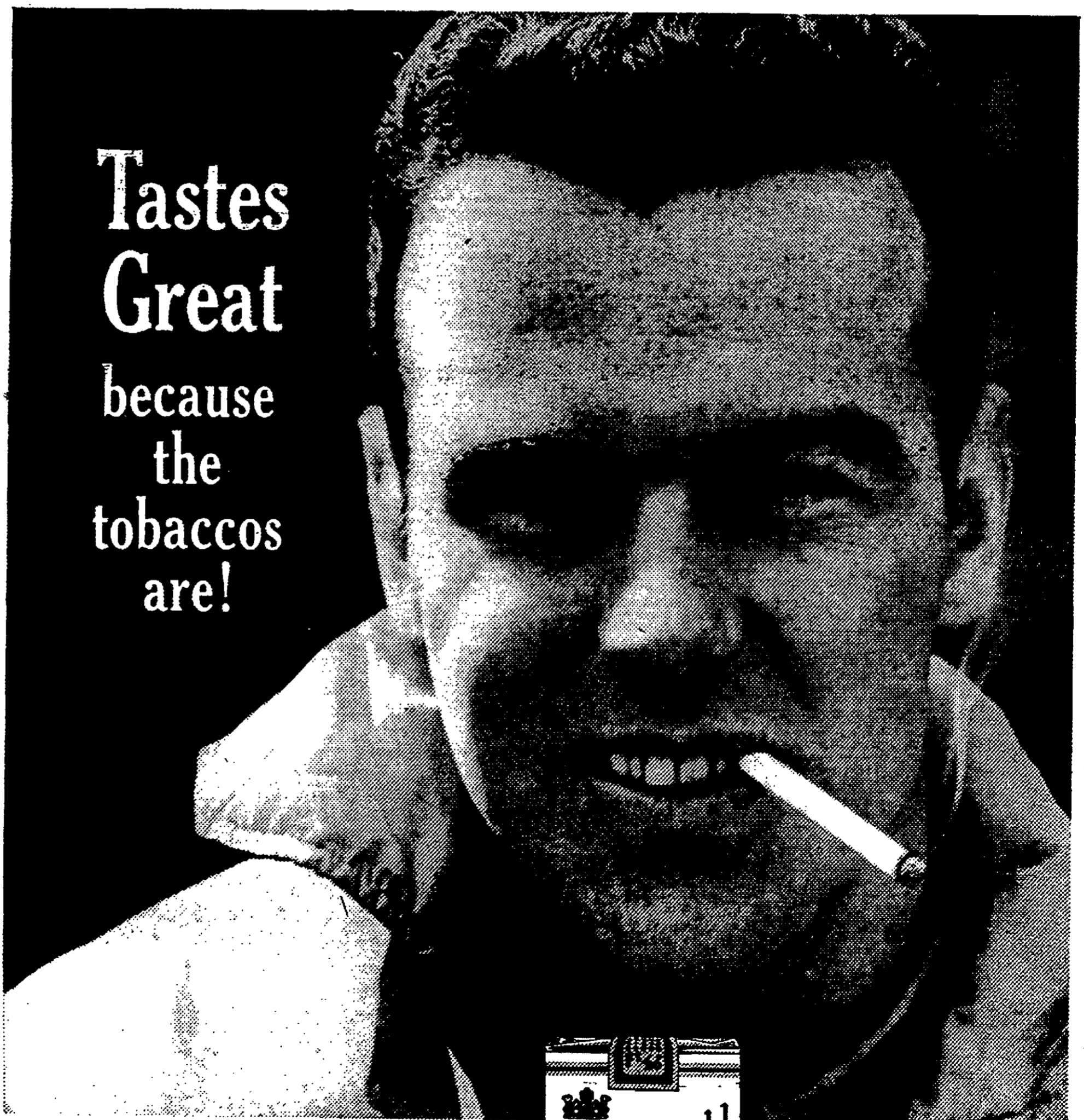
Hebrew Union College

Citizenship Council Presents:

**SEN. JACOB K. JAVITS**

WEDNESDAY, OCTOBER 24, 1962 AT NOON

Wollman Auditorium



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