



Curriculum Committee Chooses 8 Class Reps

At an open meeting of the Curriculum Committee held last Monday, members of the steering committee for the coming year were elected.

Reps Chosen

The three senior representatives will be Loraine Botkin, Judy Lefkowitz and Donna Rudnick. The three junior members will be Carol Cardozo, Sue Gerbi and Josie Gittler. Sophomore representatives are Holly Gunner and Linda Teicher. Misses Teicher, Gittler and Lefkowitz all represented their classes on the Committee last year as well.

Other members of the Committee include a transfer representative, who will be chosen later this semester, and a freshman to be chosen in the fall.

At the first regular meeting of the Committee this year, the problem of exams scheduled during Jewish holidays will be discussed. All meetings of the Committee will be held on Mondays at 12 noon in Room 100B.

Shoshanna Sofaer, '64, Chairman of the Committee, has urged that all students who are interested in curriculum matters attend the meetings. Miss Sofaer hopes to post the agenda of the coming weeks meeting beforehand, so that students with an interest in a particular subject

will know when it will be discussed, and plan to come.

Those students who find it difficult to come to meetings should, said Miss Sofaer "feel free to communicate ideas, suggestions, or, just plain gripes — to members of the Committee."

L. Schwartz Urges CUSC To Dissolve

Meeting of Columbia University Student Council culminated Thursday, April 25, with a motion presented by Lee Schwartz, '63C, an observer at CUSC, to abolish the council which seemed to him to be a "group perpetuating itself for no particular reason."

Criticisms rising from the discussion of the motion which the Chair regarded as a proposal for a constitutional amendment were familiar ones on the Columbia campus. The council was accused of spending a lot of money to do nothing, and of having no real contact with the student body. The vote defeating the amendment illustrated the general consensus that though the council may not accomplish anything of a tangible nature in a year, a "channel from students to the administration" was necessary when important issues do arise.

A motion was presented that, subject to the approval of the Administration, CUSC allocate \$400 of this year's budget surplus to send relief for those Negroes in Mississippi cut off from state aid for attempts to register to vote. The Council decided that discussion on such a motion was out of order as inconsistent with the CUSC constitution, but carried in its place a motion to sound out the administration on the feasibility of sponsoring entertainment to benefit SNCC.

Next year's budget of \$3825, identical to the '62-63 budget was passed by a majority vote along with a resolution that the CUSC direct the Executive Committee to pay the expenses of a full delegation to the 1963 convention of the U. S. National Student Association.

June Zydney, Barnard '59, Heads Mail



Mrs. June Zydney

Mrs. June Zydney '59, has been named to direct Student Mail until the end of the year. Mrs. Zydney formerly worked at Barnard as Assistant to the Director of College Activities; she left in January 1961 to have a baby.

Originally a member of the Class of 1957, Mrs. Zydney married and lived in England for two years with her husband. After graduating, she went to work for the College Activities Office and stayed until January 1961. Since leaving her original position she has twice returned to Barnard to help when Miss Katherine Goodwin, former Director of College Activities, was ill.

Mrs. Zydney reports that she was happy to see some familiar faces and find that she remembered some names when she returned to Barnard. She was "shocked" by the change in Undergrad.

Final '63 Meeting

There will be a senior class meeting tomorrow, April 30 at 12 sharp in 304 Barnard.

Graduation announcements will be made; alumnae officers will be elected; Mrs. Marion White and Miss Mary Bliss from the Alumnae Office will speak. Also on the agenda are the selection of the class gift and nominations for the Bryson Award.

Seniors are urged to attend this meeting, the last meeting of the class of '63 as undergraduates.

Action Organizes; Achs Leads Group

Naomi Achs '66 was elected chairman at a meeting last Thursday which resulted in the formation of "a Barnard College student political party which shall be called 'Barnard Action.'" At that meeting a statement of purpose was agreed upon which will be presented to the Executive Committee this week when the group petitions for a charter.

The statement enumerates four purposes of Barnard Action. The first of these is "to discuss and encourage discussion of" issues immediately pertinent to Barnard College. The second states that the group will take stands on these school issues and utilize "all available means" to effect such stands.

The third stated purpose of Barnard Action will be "to support, when necessary, issue-oriented candidates in Undergraduate Association elections." It was this intention to support candidates and post platforms in Undergrad elections which led to the refusal of a charter for Action by Student Council and Representative Assembly in the first semester of this year.

The fourth purpose of the group deals with outside political affairs — "to discuss, evaluate and act on" issues of local, state, national and international significance.

J. Ginsberg, Chairs SOC For '63-'64

by Merle Hozid

Jane Ginsberg was elected chairman of the Student Opinion Committee at the organizational meeting held last Thursday and attended by eleven students. Also nominated was Randy Watson, who conducted the meeting until the chairman was chosen. SOC will be the organ of student government that will poll student body opinion.

Through SOC any group of fifteen students, Exec Committee and any other group on campus will be able to put a proposal or problem before the student body. The main problem the committee faces now is to make this known to all those people who can benefit by this simple and probably effective service organization. Publicity will be the major function of the Committee in order to get it on its feet. Also the procedure for presentation of proposals must be determined.

At the meeting it was suggested that three or more questions could be presented at once, but this was generally not favored, for most likely the proposals would be unrelated; therefore students would either shy away from voting on a series of questions all of which would not relate to them. Also by this method each proposal would not receive as much significance as it would if it were presented alone.

The first project to be undertaken by Barnard Action will be a clothing drive for Negro migrant workers in Leflore County, Mississippi, who have been deprived of federal relief funds because of their attempts to register to vote. This drive will be in cooperation with the Student Non-Violent Coordinating Committee.

Arlene Katz '65 was elected vice-chairman of Barnard Action. Alma Moy '66 and Augusta Souza '66 will serve with Miss Achs and Miss Katz on a committee to draw up a constitution.

Carlin Cites Ethics Code For Lawyers

Dr. Jerome E. Carlin of the Columbia University Bureau of Applied Social Research discussed current standards in the legal profession as revealed by a recent survey of 800 lawyers with private practices in New York City.

There are three main aspects of any professional code for a lawyer: his obligations to his clients, to his colleagues and to the public. The main source of current standards is the Code of Ethics of The Bar Association. Court decisions and rules of large law firms often provide additional standards of conduct.

The survey was made in an attempt to determine to what extent these rules were being followed. Two types of questions were asked. Although there was considerable variation in the answers of the 800 lawyers, some patterns could be discerned. The majority of the lawyers considered the rules concerning the relationship between the lawyer and his client most important. These codes involve such widely accepted rules as those prohibiting misinforming and defrauding of clients.

Next in importance to most lawyers were codes relating to public obligations. Such rules include the condemnation of taking of bribes. Of least concern were rules limiting competition between lawyers. According to the Bar Association, it is unethical for a lawyer to solicit business.

Seven Sisters Accept 4,489; Director Notes Fewer Places

Acceptances have been mailed to 4,489 successful candidates for admission to the independent liberal arts colleges for women comprising the Seven College Conference. From this number the colleges anticipate an enrollment of approximately 2,760 to fill their respective freshman classes in 1963-1964.

Six hundred forty-four of the candidates were accepted on the Early Decision Plan. This represents 23.3 per cent of the total.

1,022 were accepted out of a total of 11,116 applications. Of

these 1,022 they anticipate a class of 625. Radcliffe accepted 361 and anticipates a class of 315.

Commenting on the slightly lower number of acceptance this year Miss Harry, Director of Admission at Vassar College said, "A factor in determining freshman class size is the number of upper classmen who plan to return. All seven of the colleges have noted gratification that there has been a steady increase in the number of young women who complete four years of study and earn degrees."

The colleges also reported that

1,860 of the accepted candidates had applied for scholarship and that financial aid was offered to 802.

Miss Helen McCann, Director of Admissions at Barnard, noted an increase in the number of applications from students outside of the Metropolitan New York area.

Mrs. Edward S. Stimpson, Director of Admission at Radcliffe observed: "Our committee was impressed by the excellence of public school applicants this year."

Exam. Instructions

The Committee on Instruction wishes to remind students that they will be held responsible for meeting their examination obligations, and that the final examination schedule should be consulted without fail since the tentative schedule is subject to change.

A student who absents herself from a final examination without a valid excuse will receive a grade of zero for that examination.

Examinations missed in May must be taken in September. Deficiency examinations are open only to students whose work in the course is satisfactory and who were absent from the regular examinations for reasons of illness, religious observance or extreme family emergency. Exceptions to these conditions are allowed only by ruling of the Committee on the Academic Standing of Students in individual cases.

Absence from an examination because of illness should be reported to Dr. Nelson on the day of the exam; the Registrar should be notified of absence for other reasons. Absence from Columbia examinations should be reported also to the instructor. In Columbia courses a grade of F for the term is recorded for unexcused absence.

No special examinations will be given except in cases of actual conflict or for candidates for graduation (from Barnard or another college) who have missed examinations for valid reasons.

Mrs. Helen Law, Registrar

Barnard Bulletin

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Signed columns represent the opinion of the writer and do not necessarily reflect the views of the Managing Board.

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Biennial Conflict

This year, the last two days of the final examination period correspond with the first two days of a Jewish holiday, Shavuot. Two years ago, when the same situation arose, the Faculty voted to consider religious observance like illness or a severe family emergency, valid excuse for missing an examination and to permit a student affected in this way to take a deficiency examination in September. We do not feel that this is the fair final solution to a problem that will recur approximately every two years.

A religious conflict of this nature becomes apparent as soon as the examination schedule is posted — in plenty of time for the student and her instructor to arrange for a special examination. This fact immediately places such a conflict in a different category from sickness or family emergency, situations that occur suddenly, eliminating the possibility of rescheduling.

Moreover, special examinations are given to graduating seniors who can not take their scheduled examination because of a religious holiday. There is no reason why a student who has applied for a transfer, who hopes to spend her junior year abroad, or who plans to continue her studies at Barnard should receive an incomplete for a course while a senior planning to graduate is permitted to take a special examination. If such students must take deficiency examinations, the instructor will in some cases be required to prepare three examinations: one to be given on the scheduled day; one for the graduating seniors in his class; and one for the deficiencies made up in September.

Several Barnard students cannot, in good conscience, take an examination on a religious holiday. They should not be forced into doing so or punished for not doing so. Recognizing the problem, the Faculty voted, a few years ago, to discontinue Saturday examinations. It would be consistent, and consistently fair, if the Faculty now voted to permit observant students whose final examinations fell on religious holidays to reschedule the tests as they would conflicts. We hope this will be done this year.

Names, Please

The appearance of the new catalogue and the blossoming of section sign-up sheets on departmental bulletin boards has brought to mind a situation, which creates consternation in many students. When a course, which has many sections, such as Economics 1-2, and introductory language courses, is listed in the catalogue or on sign-up sheets, the faculty member assigned to each section is frequently left a mystery to the student. It seems unfortunate that although a student can take the instructor into account in registering for a course with only one section, she cannot do this when registering for a course with more than one section. This seems even more unfair when one considers that several of these courses fulfill requirements which the student will want to make as palatable as possible.

It is not true that students want to know who their instructor will be for dubious motives such as "picking the easy marker." If a student knows that one of the professors teaching a course specializes in an aspect of that course which interests her, it seems intellectually valid for her to want to make sure that he will be her instructor. Moreover, a student may wish to be in a class taught by a professor with whom she has never studied in the past or with who she has enjoyed working.

We urge the departments to reconsider their policies in this matter. If, as might well be the case, the assignment of sections has not been determined when the catalogue is printed, then certainly the names of instructors can be posted on sign-up sheets.

Rejuvenated Jester 'Spreads Joy,' Brand-New Policy Is Instituted

by Barbara Sheklin

Jester's problem, according to Jester, is not that it isn't funny, but that it has been read by unfunny readers. Although in its current issue, it pleads for smiles from its "dour readership," it is doubtful that it will get them. Jester remains unfunny.

Under the new editor-in-chief, Jack Auspitz '64C, however, Jester has taken a decided turn for the better. Gone are the days of very off-color references and witless vulgarity. In its place, Mr. Auspitz has substituted a policy of "spreading joy and puncturing self-inflated balloons." Since these are admittedly common, Jester should not lack material.

A few glimmers of humor are scattered through the April issue. Although "Campus Fugit" still does not devote itself to Columbia issues, the anecdotes do provoke a smile.

Humorous Attempts

"Catalogue-Wise" is a decided regression to high-school humor attempts. The short story "Lunch Break," although well-written, never quite gets off the ground.

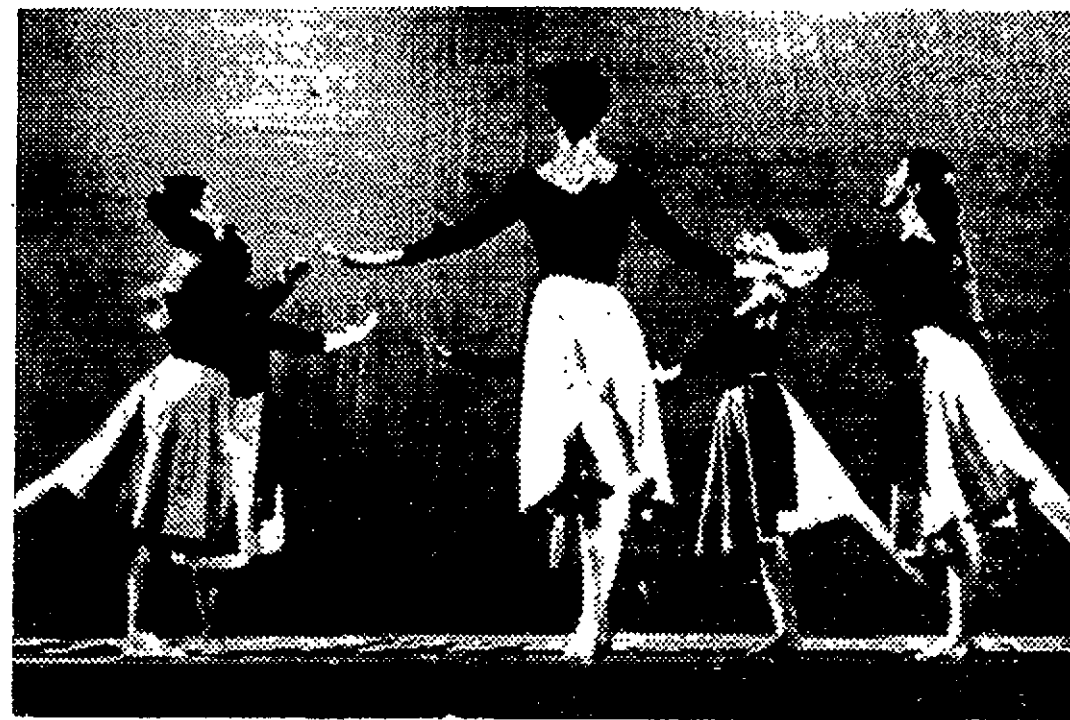
Jester's April cover shows "an affectionate protrait" of a Jester-like flower, growing on a cherry yellow background. Jester's Best Friend of the Month is Loni, a lovely puppy, who specializes in chasing bunnies out of the Jester office. Wholesomeness seems almost rampant.

This self-control and semi-humor appears in two stories, "The Wing" and "A Most Unusual Christmas." Both are witty barbs aimed at pre-med students and the realms of racial politics.

However, Jester's readers will probably welcome most of all the innovation called "nice, clean

pages," also known as good, clean fun. "We shall continue to be the nation's outstanding college humor magazine," proudly and loudly yells Jester. It is this reviewer's opinion, that Jester might just accomplish this aim if it continues its present jovial policy.

Dance Group Presents Original Program Today



The Modern Dance Group will perform as part of the Arts Festival.

The Barnard Modern Dance Group, a part of the Barnard-Columbia Arts Festival, will present a program of student-choreographed works today and tomorrow in Minor Latham Playhouse.

Beginning with a demonstration of dance techniques arranged by Janet Mansfield Soares of the Juillard School of Music, director of the group, the dancers will present *I, Mouse*, a children's story; Debussy's *La Quele* and *Jeanne D'Arc*, among other works.

A highlight of the program will be Bach's *Partita V*, as choreographed by the late Doris Humphrey. The work was reconstructed with the aid of the Labonotated score and will be performed in the original *Partita* costumes, on loan from the Juillard School.

Georgianna Pimentel '64, is the Student Chairman of the dance group. Student choreographers are Judith Pinsof, Judith Senitzky, Jeanne Wood and Barbara Cleaves.

The recital, which is free to all, will be presented today at 4:30 and tomorrow at 8:30 p.m.

Students Exhibit Art Lab Works In James Room

"There's a feeling of enthusiasm here," said Mrs. Mary Ellen Barnett, describing the current exhibit of painting, drawing and sculpture in the James Room.

The work of Art Laboratory 1-2, the studio course of the Art History department, is on display from April 22 to May 1. "Each work shows a certain technical as well as personal approach," said Mrs. Barnett. "In some cases the technique has become the subject of the painting; in others, there is a more subtle relationship between the subject matter and the media."

The works on display range from crayon sketches, which served as an introduction to color, to abstract, three-dimensional sculpture, which, according to Mrs. Barnett, depicts the interior and exterior space in the same structure.

"Talent isn't required," is the philosophy of the Art Department, according to Mrs. Barnett. Although many of them lack originality, they do demonstrate the different approaches possible with different media.

Letters to the Editor

To the Editor:

As dormitory students, we are very aware of the difficulties facing commuters who, for some reason, find it necessary to remain on campus overnight. The Residence Halls staff, realizing this problem, have set aside a room in the dormitories in order to make it easier for commuters to remain on campus.

Recently, however, it has come to our attention that the privilege of using the commuter room has been abused. We refer specifically to an instance last week, in which two unregistered students spent the night in the commuter room. We have since learned that it is the rule, rather than the exception, for unregistered guests to stay in the dormitories. The actions of such students puts the college in the position of being responsible for them, even though it has no knowledge of their presence. In case of an emergency, there is no way to reach these girls, and above all, there is no way to account for them in case of fire. The fire laws do not permit us to put more than eight girls in the commuter room.

If the present situation continues, we will be forced to close the Commuter Room. We know that with papers, comps and exams looming up, many students will need a place to stay; but we cannot continue to extend the use of the commuter room unless you assume your part of the responsibility.

Dorm Exec

To the Editor:

It is unfortunate that your editorial titled "Another Exchange?" (April 25) showed such little understanding of the Student Exchange Program — its aims and purposes.

The main purpose of the Exchange Program is not to study problems in depth, as you seem to believe it is. Rather, it is to stimulate the interest of those who participate. Hopefully, the heightened interest provided by the personal contact and issue investigation of the Exchange, will lead to further investigation, further study, further contact and future action.

Barnard's first Student Exchange was acknowledged by all (including you in your editorial) to be a rip-roaring success. What you fail to note is that the first Exchange was not designed to study a problem in depth. It was meant to provide personal contact, to acquaint Barnard students with the attitudes of other college students, and to investigate problem of a different section of the country.

The aims of the Student Exchange have not changed. Does the fact that there have been three Exchanges lessen the value of the Program? I do not think so.

When you say that few insights could be gained from a fourth Exchange, I believe you are assuming a know-it-all attitude. The situation in the South is still being studied by experts. Do Barnard students know so much about this situation that no further study is warranted? I doubt it.

As a delegate to West Virginia State College in the 1962 Student Exchange, I can only say that your belief that "it is impossible to expect delegates to be frank in asking and answering questions concerning racial discrimination" is wrong. One cannot play the role of a guest, one cannot avoid answering questions honestly and frankly for a full

(See LETTERS, Page 3)

Undergraduate Journal Publishes Five Essays Today

Following are two faculty reviews of the 1963 Undergraduate Journal, which is available today on Jake. Four professors were requested by the editor of the Journal to read the essays in proof sheets and comment upon them; two of the reviews are printed here, and two will appear in Thursday's Bulletin. They have been edited by Bulletin to conform to limitations of space.

Kouwenhoven Praises Schwartz, Andes' Articles

by John Kouwenhoven,
Professor of English

As one who has read the new volume of the Undergraduate Journal in uncorrected page proofs, and in the short time available to those of us who were asked to review it in this issue of Bulletin, I am not qualified to do more than make some general impressions.

Each of the individual essays deserves more considered judgment than I can give it, and the proof-sheets I have seen (with misplaced lines of type, and other flaws that will presumably have been corrected in the published volume) do not provide an adequate basis for specific comment on editorial matters.

The first, and most important, thing to be said is that all of us at Barnard owe thanks to the sponsors and editors of the Journal for providing the funds and doing the work involved in getting it out. Whatever its shortcomings, the "Journal" is worth all the effort that goes into it — if only as an annual reminder that undergraduates can, and should, put the results of their investigations and speculations in "finished" form. Too often, under the pressures of academic routine, students and faculty alike reconcile themselves (as I am doing now) to "making do" with an idea that is approximately conveyed, an argument that is almost clear, a deduction that is only slightly irrelevant, to say nothing of diction that is only moderately repulsive. I do not think that the students are more to blame for this "half-baked" work, or are generally more content with it, than those of us who accept it. Nor am I enough of an optimist to think that much can be done about improving it under present conditions. But all of us should, I think, be grateful that the "Journal" exists to challenge students and faculty to see that some work, at least, is done to a turn.



Professor John Kouwenhoven

Not that the five essays in the current Journal are flawless work; they are not. But the level of accomplishment is generally high, and those flaws that remain, after the correcting, revising and polishing in which author, teacher and editors presumably cooperated, are conspicuous reminders that good writing is

hard work and that H. W. Fowler was right in saying that an educated audience will not be content with "catching the general drift" of our sentences, and that "to plead that anyone could see what you meant, or so write as to need that plea" is to risk the reader's boredom or contempt.

Of the five essays there are only two in which the combined efforts of author, teacher, and editors seem to me to have largely (though not entirely) dispensed with that plea: those by Martha Andes and Paula Schwartz. But to say this is not to say that these two essays are necessarily the most interesting. Clarity and accuracy are not everything. To me, at least, Charlotte Snyder's essay on "Proteins and Population" was more interesting than Miss Schwartz' essay on the critics and characters of *Troilus and Cressida*, chiefly because (despite some fuzzy definitions and ambiguities) its structure convinces us that Miss Snyder's subject, (See KOUWENHOVEN, Page 4)

Lekachman Enjoys Diversity, Style

by Robert Lekachman Associate Professor of Economics

In a way the nicest thing that I find myself thinking about these extremely diversified essays is how interesting I found each of them. A priori, there is no special reason why an economist should enjoy reading about the reign of Otto III, a millenium or so ago; the duty of district attorneys to disclose evidence to defense counsel; the proper way to understand Alice in Wonderland and Empson on Alice; the possibilities of fishmeal as a cheap food; and the meaning of *Troilus and Cressida*, one of Shakespeare's more puzzling productions. One obvious reason why these essays please is the seemly English in which they are written. But a close second is the neat balance which each of these writers succeeds in holding between the proper use of scholarly evidence and the effective presentation of an individual point of view. The footnotes support but do not swamp the argument and I had the sense, with one possible exception, that each author had mastered her material and imposed intellectual order upon it. As any reader of scholarly journals knows to his pain, so much cannot invariably be said of the essays which the learned on occasion inflict upon each other.



Professor Robert Lekachman

For Miss Schwartz' discussion of *Troilus and Cressida* and the criticism which has surrounded

gument too condensed for complete clarity. Miss Snyder has treated deftly a number of matters which fall variously into demography, biology, law, and conservation of natural resources. Her essay touches on the Food and Drug Administration's definition of filthy foods, the process by which fish meal is manufactured, foreign aid policies, and delicate ethical and religious concepts related to birth control. Mrs. Robison's learned discussion of the reign of Otto III contains a good many enlightening insights in Imperial and Papal politics around the turn of the 10th cen- (See LEKACHMAN, P. 4)

Letters...

(Continued from Page 2)

week. Intelligent questions inevitably lead to honest answers. At least this has been my experience.

You are correct when you say that the topics of the 1963 Exchange were too broad. This is something that can be easily rectified and certainly cannot be considered a valid reason for invalidating the Exchange Program.

A Barnard conference to study a problem beyond the Green Gates is an admirable idea. It is not and can never be a replacement for Student Exchange.

There are few events in which more Barnard students than participated in the 1963 Exchange take an active part. (The only one I can think of is Greek Games.) I believe it is unfair to penalize the thirty or forty students who participated in and gained something from the 1963 Student Exchange as well as those who will participate in and gain something from the 1964 Student Exchange because more Barnard students don't benefit from it.

The Exchange Program is open to the entire school. Because more do not take advantage of it, those students who do gain something from the Program should not be punished.

No other program has yet been conceived at Barnard that can so effectively stimulate interest, provide personal contact, and acquaint students with issues and attitudes as does the Student Exchange Program. For these reasons, it is one well worth continuing.

Roselle Kurland '63

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RANDOM HOUSE

Lekachman

(Continued from Page 3)

tory. I was impressed not only by Mrs. Robison's command of this mysterious era but also by her stylish example of scholarly one-upmanship: "For a good (and readable) account of Otto III's reign the reader is referred to Mathilde Uhlirz, *Jahrbucher des Deutschen Reiches unter Otto III.*" Indeed Finally, Miss Andes' article is a fine handling of a touchy legal issue of very considerable civil liberties significance: what are the prosecuting attorney's responsibilities to justice and what are his obligations to win as many cases as he can. Miss Andes' careful probing of the different positions precedes a vigorous conclusion of her own.

In sum, these papers are excellent justifications of Barnard scholarship and first-class advertisements of their authors' talents. I look forward with anticipation to succeeding issues and I hope that I find in them some economics, sociology, political theory, musical criticism, and art history.

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Kouwenhoven...

(Continued from Page 3)

and her ideas and feelings about it, are significant. In fact Miss Snyder's essay and Miss Andes's on "Ethics and the Public Prosecutor" are the two which succeed best in convincing me that their authors have committed themselves to saying something firsthand about a subject that matters to them. The other essays seem preoccupied with what has been said by writers with whom the essayists do not (for reasons that are not always clear) agree.

The dominant tone of this issue of the "Journal" is set by the

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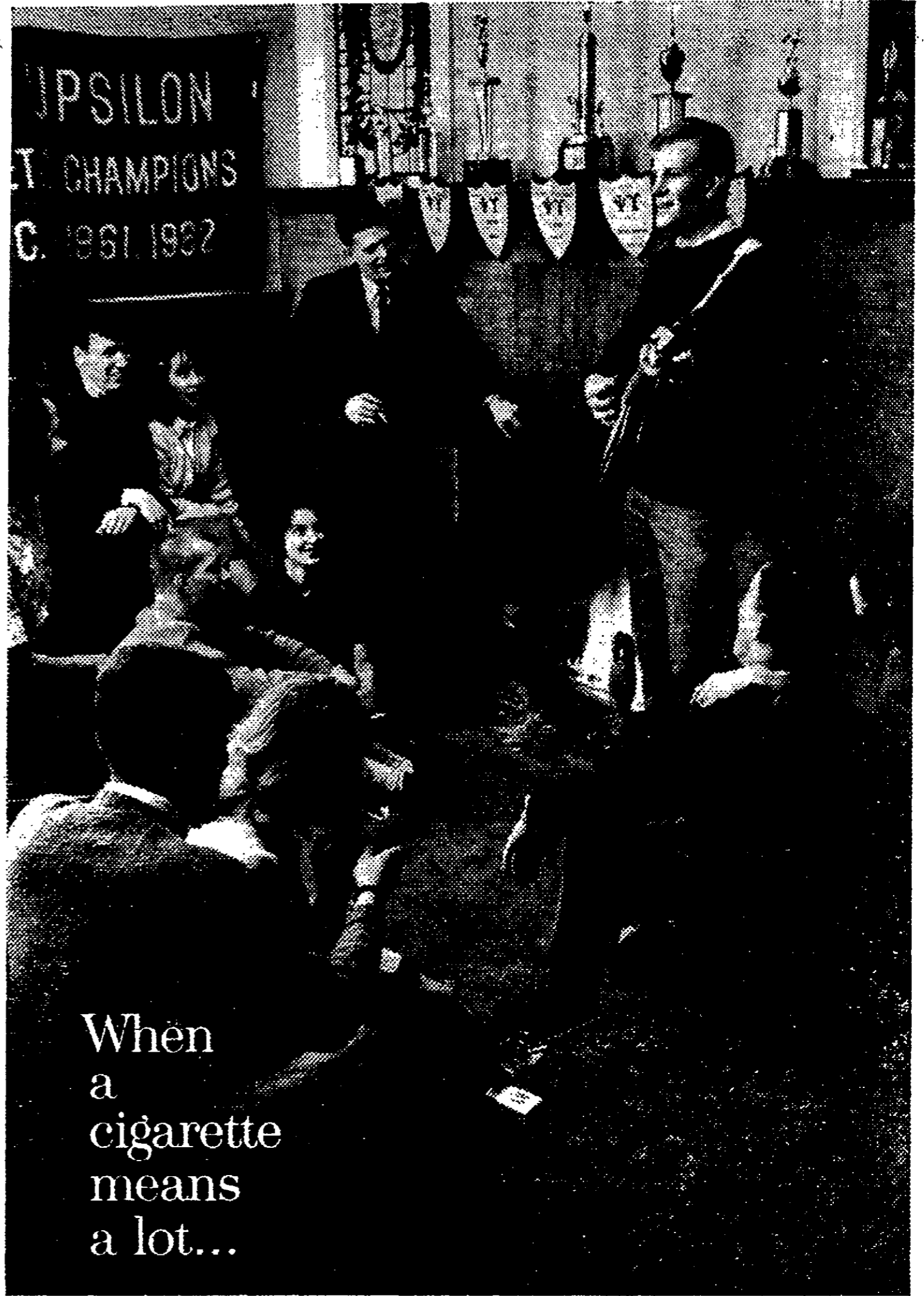
title of Elizabeth Benton's essay: "A Criticism of a Criticism: Empson's 'Alice.'" Just as Mrs. Benton's essay subordinates her ideas about Alice to an unsympathetic (and rather sketchy) account of Empson's, Miss Schwartz tells us more about the critics of Shakespeare's play than about the play and her ideas about it, and Mrs. Robison is more concerned about conflicting estimates of the Emperor Otto III than about Otto or the principles of historical writing that she has deduced from the conflicting estimates. No doubt it is true that undergraduate essays of a scholarly sort necessarily deal with

secondary sources. Miss Snyder, for example, has to rely upon information derived from various authorities, and Miss Andes necessarily refers to, and quotes, the opinions of a number of legal experts. But their essays are so constructed that they engage our interest primarily in the ideas Miss Andes and Miss Snyder have formed.

I do not know what conclusions to draw from the Journal's emphasis on the criticism of criticism. Perhaps it is merely the result of an accidental preponderance of such work among the papers available to the editors this year. If so, one can hope that

next year the faculty will nominate a greater variety of essays, and that the editors will select those that have the most to say. (Let us hope, also, that science will be represented.)

Perhaps, however, the emphasis reflects a tendency throughout our liberal arts curriculum (if not in our culture as a whole) to be too easily contented with knowing things at second hand. If the "Journal" is, in this respect, an accurate reflection of the kind of education Barnard is emphasizing, I think we should take heed. Education need not encourage us to let others chew our meat for us.



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