



'Bulletin,' Curric Host Exchange In Open Forum

Members of the Administration, faculty and student body will debate controversial recommendations of the Ad Hoc Curriculum Report at the Bulletin Forum on Curriculum Tuesday, March 8, at 4 p.m. in the College Parlor.

Co-sponsored by the student Curriculum Committee, the symposium will be moderated by the committee chairman, Helen Finegold '67.

President Rosemary Park, Dean of Faculty Henry A. Boorse, two members of the Ad Hoc Faculty Curriculum Committee and two members of the faculty at large will participate in a panel discussion of the four-course system, Senior Scholars Program, a two-week reading period, and other proposals.

An open session of questions and comment by students and faculty will follow. All students and members of the faculty may attend.

This is the first in a series of tripartite Bulletin Forums established in the belief that "only student - faculty - administrative communication will make reform feasible and fruitful at Barnard," according to Gloria Leitner '67 Bulletin editor.

The Ad Hoc Report, issued earlier this month under the direction of Professor of Government Thomas Peardon, must be passed by the faculty at large as well as the Trustees before it becomes effective.

Faculty-Student Poll Reveals 4-Course System Preferred

by Barbara Lewis

Faculty members and students have expressed a variety of opinions about the Faculty Ad Hoc Committee report, which proposed among other things a four-course system accompanied by a modification of degree requirements and a Senior Scholars program. The proposed four-course system drew a favorable consensus; opinion was mixed in regard to Senior Scholars.

Renee Geen, Assistant Professor of French, is "all in favor of a four-course system." She stated that the French department is contemplating major revisions for next year, which would benefit by adoption of a four-course program. The Senior Scholars program, she feels, could easily be adopted by the French department by simply "spreading out" the work of the existing senior thesis.

Mr. Vito L. Amoruso of the Italian department also expressed unqualified approval of the main proposals of the Faculty Committee report. Mr. Amoruso believes that a liberal education should aim to give the student a cultural and critical attitude and not merely as much variety as possible. The accompanying increase in flexibility of requirements would leave more choice to the student.

"If a student is interested in literary study, why must she be required to take zoology?" he asked.

The Senior Scholars program coincides with Mr. Amoruso's de-

sire for greater student autonomy in program planning. He stated that it would provide an excellent opportunity for the student to concentrate in her desired field. "It's not a way of avoiding commitments; rather it entails committing yourself to what you are really interested in."

Professor Raymond J. Saulnier, Chairman of the Economics department, is favorably disposed to the idea of a four-course program. He believes that students should do the work that they are most interested in, "within as broad limits as possible." He feels that primary responsibility for the success of the program lies with the students.

A more qualified approval of the proposals was expressed by Dr. Florence Schumer of the Psychology department. She is confident that with appropriate (See OPINION, Page 3)

President Park Notifies Faculty Of Nine Promotions, Pay Hikes

Nine members of the faculty received notification of promotion last Tuesday. Barry Ulanov has been promoted to the rank of full professor, according to President Rosemary Park.

Three other members of the English department have been advanced: Mr. Howard M. Teichmann to Adjunct Professor; Miss B. J. Chute to Adjunct Associate Professor, and Miss Elizabeth Hardwick (Mrs. Robert Lowell) to Adjunct Associate Professor.

Tuition Rise Yields Faculty Pay Raise

President Rosemary Park announced Tuesday across-the-board increases of faculty salaries on a sliding scale, effective July 1, 1966.

As a result of the recent tuition increase by \$210, full professors will now receive from a minimum of \$13,000 to a biennial maximum of \$15,000; associate professors, \$10,500 to \$12,000; assistant professors, \$8,000 to \$9,500; associates, \$7,500 to \$8,500; instructors, \$6,500 to \$7,250; and lecturers, \$1,000 to \$1,150 per course.

In addition, in the French department Mrs. Tatiana Wolff Greene attained tenure as Assistant Professor; in History, Mrs. Kay Baxter is now an Assistant Professor; in Psychology, Mrs. Barbara Mates is now Assistant Professor; in Government, Miss Linda B. Miller is now Assistant Professor; and in Spanish, Mrs. Mirella d'Ambrosio Servodidio is now Assistant Professor.

Professor Ulanov, who is married and has three children, has been teaching at Barnard for fifteen years. He recently published "The Two Worlds of American Art: The Private and the Popular."

Adjunct Professor Teichmann, Director of the Schubert Foundation, did his graduate work in History. He came to Barnard as a Lecturer in English in 1946.

Adjunct Associate Professor B. J. Chute has published five juvenile books for boys, and several adult novels. Her latest is "One Touch of Nature."

Adjunct Associate Professor Elizabeth Hardwick came to Barnard this fall. She is an Associate Editor of the "New York Review of Books," and has lectured in Brazil and Cairo.

The promotions, including one full professorship, two adjunct professorships, one adjunct associate professorship, and five assistant professorships, are effective immediately.

Shapiro Contends Function of Honor Board To Clarify and Condense Definition of Honor

by Alice Altbach

Judy Shapiro '67, newly elected chairman of Honor Board, sees her group's major function as the clarification and reduction of a broad statement of honor.

Miss Shapiro views the Honor System as founded upon "the belief in the ability of each student to take upon herself the responsibility for maintaining her own personal integrity." The system

thus involves a "dual responsibility" both to oneself and to one's fellow students, and also delegates responsibility to students which would otherwise be handled by the administration.

According to the new chairman, "this definition is broad enough to allow for individual variations in the concept of honor, but at the same time this very generality leads to ambiguity in specific applications." She cited as examples the questions of when collaboration on homework assignments is acceptable, and whether signing out a book on the reserve line for a friend is an infraction of the Honor System. She stated that in such unclear situations it is the responsibility of the faculty member involved to make his stand clear. For instance, a class should be made aware of the conditions under which makeup exams will be given.

The Barnard Honor System, which was established in 1912 at the request of the student body, is administered by a board consisting of eight student representatives. As seen by Miss Shapiro, the over-all function of this board is to clarify the broad "working definition" of honor and to deal with its applications in particular situations. Miss Shapiro emphasized that although the board does function as a judiciary body in dealing with infractions of the system, it also discusses policy and makes suggestions concerning the honor system both to the administration and to the students.

The Board also serves as an intermediary between administration, faculty and students. A rotating Faculty Advisory Board, composed of six faculty members, meets with the student group.

Miss Shapiro feels that curriculum changes recently proposed by the Ad Hoc Committee on Curriculum, which include the establishment of a four-course system, will create many areas (See HONOR, p. 4)

Student Exchange Delegates Interview School Officials, Visit State Penitentiary During Week in South Carolina

Barnard's Student Exchange Delegates visited several institutions, ranging from schools to the state penitentiary, during their week at the University of South Carolina.

The four girls, Peggy Kent '66, Mary Lou Christie '67, Karen Kaplowitz '68, and Pam Hill '68 met with Governor Robert E. McNair as well as with other state and local officials.

Dr. William B. Royster, Director of Research and Survey for the State's Department of Education, told the delegates that South Carolina is dropping the compulsory school attendance law. Miss Christie feels this is directly related to the state's high rate of Negro illiteracy.

The delegates discovered that in the state penitentiary, where all inmates eat together although they don't live together, a knowledge of reading is compulsory. They were likewise shocked to discover that chain-gangs do still exist at the local level.

While visiting the prison, the girls talked to the director of the Department of Corrections of a recently conceived half-way house project for parolees.



Student delegates to the University of South Carolina were, 1. to r., Pam Hill, Mary Lou Christie, and Karen Kaplowitz. Not pictured is Peggy Kent.

The girls viewed separate but equal education in action at the local high school, and educational innovations at the recently integrated junior high school.

Mary Lou Christie found her hosts "incredibly hospitable, although they thought we were mad for asking questions about race relations. If we had never asked questions, they wouldn't have mentioned them; they felt we knew what Southern life was like."

Pam Hill added that she found, "a lack of communication between the Negro and the white. The whites think that everything

is all right; they even love their Negroes."

The "Crumbling Wall" Coffee House in Columbia, South Carolina, reminded them of the Post-crypt. For relaxation, the group also attended a concert given by Artur Rubinstein.

Private rooms with private phones in the new and modern eighteen floor South Tower dormitory served for the delegates' accommodations. Hired floor counselors supervised dormitory behavior at the college, assisted by a loud-speaker system.

Honor: Innerview v. Overview

(First-of three editorials)

There is faith, there is love, and then there is honor.

Just as no one can tell us how to keep faith, how to love, or how to cherish honor, no one can pinpoint the moment or diagram the stages of conception: a moment ago, I did not believe; before this instant, I could not love. Honor, also, is not an instantaneous transformation. Honor can not be explicated, elaborated, or even expunged.

We of the "modern rationale know only that faith, love, and honor are generated from an unspecified point within ourselves. Through a test of faith, through the act of love and through a trial of honor, we seek to define and then to prove ourselves.

All unknowing but not entirely unaware, we are ashamed to admit we have no definition of honor. To prove ourselves we side-step the thorny problems, saying that honor is not resilient; honor can neither be compromised nor bought. In other words, honor — inescapably part of us while eluding definition — is an in-joke.

"Honor," a student outside Barnard said recently, "is self-sufficiency." We would accept this more positive formulation.

Since honor is an individual problem, it is ludicrous to spend time trying to formulate a comprehensive definition of honor or to lament the fact that Barnard College has articulated no all-pervasive concept of honor. The recently-elected chairman of Honor Board plans for the board to consider her "working definition of honor." This attempt at formulation, as well as the worry over implementation which will no doubt ensue, is not only unnecessary but it is another cut at the dignity of the student.

If the purpose of an honor system is to make the concept of honor meaningful or relevant to each student, then each student must, herself, find such meaning and such relevance in herself.

A Barnard College honor credo is unnecessary. An honor "system" based on anything but individual responsibility and personal discretion is a contradiction in terms. An honor "system" makes mockery of [Miss Shapiro's] "belief in the ability of each student to take upon herself the responsibility for maintaining her own personal integrity."

(Monday: We Consider the Honor System.)

Cash or Credit

Miss Park also commented that Barnard expects to "maintain and improve" its competitive position with other colleges "by providing across-the-board increases on a sliding scale in all faculty ranks for 1966-1967."

— BULLETIN, February 21

Fifteen thou is a nice yearly sum, but there are more things in a professor's heaven, Horatio, than are dreamed of in your philosophy.

Salary increase is one way to keep or to attract teachers, but let us not be bought off from the dream of an administration that exists to assure prompt payment of faculty salaries, to elicit funds from mellow alumnae, and to implement policy determined by faculty and students.

Fifteen thou, however, is so much more concrete than the ideal of a faculty open-minded to innovation.

Marcus Klein, Robert Pack, Alan Purves, Robert Lekachman, Stanley Moore. Requisite in pace, fifteen thou.



A honey sandwich and a side order of haycorns, please.

Letters to the Editor

To the Editor:

Re: Barnard Student Looks at Barnard, With Care

To an Intellectual New Yorker: Howdy Ma'am.

From a geographical distribution

To the Editor:

It has come to my attention that my name appeared in the "Wandercoote" program among those of the Costume Committee. Although I did volunteer to work and was called once by a Junior-Show-Someone who was assured of my continued interest, no attempt was ever made to have me DO anything.

Obviously, no "credits" are due me, and because the ads which appeared in Bulletin and Spectator strike me as being utterly lacking in taste, I am doubly eager to correct the Committee's error.

Question: Why must some "Barnard girls" flaunt their in a manner which makes so abundantly clear its cause ? ? ? !

Susan J. Silverman, '67

To the Editor:

Columbia and Barnard may both be secular institutions, but when Easter and Passover are both during the week of April 3 to April 10, what's the sense of having Spring Vacation exactly one week before?

S. M. Pincus, '67

To the Editor:

The writer of that excellent letter (in Tuesday's Bulletin) concerning the commuter problem and its academic implications surely deserves an answer. She should know that many of her fellow students are also aware of the problem, so much so that they have started in a concrete way to alleviate it. Namely, a group of sophomores have formed a COMMUTER COMMITTEE with the kind and enthusiastic assistance of the administration.

Its aim does not include the relocation of commuters; the intricacies of such a step must be handled by the college. It does, however, aim not only at bringing the commuters, non-residents, and dormitory students closer to each other, but it wishes to make all these students feel closer to Barnard as well.

Perhaps the latter is the more fundamental step to take. The Committee has already proposed such experimental steps as adver-

tising all dorm activities which offer a chance for commuter participation, having an all-college tea in the dormitories after Greek Games, holding lectures on Saturdays and perhaps even having the Annex open the same day, etc.

The Committee has not yet been publicized since its status is not yet determined. It was started as a sophomore project, but perhaps it could be brought under the auspices of Representative Assembly. I certainly hope so.

The topic of the "commuter," as those of "communications" and of "apathy" are admittedly hackneyed, but only by common talk. Thought and energy has not yet been spent on them by the students. The cry of "apathy," for example, has been grossly misdirected. Accusation should be hurled at those who do not have it, not at those who do, for the ones with energy should help others regain theirs.

What, then, is wrong? What is the answer to all of our "hackneyed" problems? INITIATIVE. If we only take a good dose of it, we will solve many of our long-bemoaned ills. The Commuter Committee, I hope, will show the truth of this statement.

Judy Sollosy '68

To the Editor:

I am replying to your editorial, "Bang!", both in defense of the outgoing administration of Undergrad, and in defense of the incoming officers to be installed on March 15.

This editorial appeared in the new staff's first issue of Bulletin. The editorial board's inexperience may excuse its underestimation of students' policy-making role in the College. It may also excuse its misunderstanding of the methods which their predecessors on Bulletin and all student leaders have used successfully in the past year in their dealings with the administration.

Student government, despite the limited number of active participants, has been a "legitimate agent to formulate . . . students' demands." The outgoing Bulletin Managing Board and the outgoing Undergrad officers were neither "stunned into passivity by Barnard's seemingly institutional coldness," nor did they experience "futility" in "making demands on Barnard's administration."

(See LETTERS, Page 3)

Stroller

Institutionalization and systematization of any concept as ambiguous as "honor" can only restrict and, for some, distort its meaning. Nevertheless, in a "going concern" one can only approximate perfection in order to obtain any results at all.

If there were no "working definition" of honor, no Honor Credo, how could exam regulations and library procedures be established, evaluated, and altered?

It is not unethical to discuss, formalize and effect a code of business ethics. It is no more a sign of disrespect for the "dignity" and "honor" of a Barnard to define a code of honor.

Gloria Leitner
Barbara Crampton

Sociologist Shows Why Students Join SCOPE

A University of Wisconsin sociologist told members of a Columbia civil right group, SCOPE, that the real reason many students go South to promote civil rights causes is to expiate a deeply felt sense of guilt.

Speaking for himself and two other sociologists at Wisconsin who have made a study of what kind of student goes South for SCOPE and why, Mr. Gerald Marwell elaborated further on the nature of the Northern civil rights worker in the South. The student civil rights worker, according to the study, joins a project like SCOPE because he personally accepts some responsibility for the way the Negro has been treated in this country. By joining an activist group he hopes to absolve himself.

However, since these students are concerned with their own sense of guilt, they tend to stress the importance of what they can do by themselves, neglecting the effective power of the group acting together to solve larger problems.

The Wisconsin study shows, according to Mr. Marwell, that the average SCOPE participant does not fit the conventional stereotype ascribed to him by his fellow Northerners. He is not a "bearded pervert" nor is he the "New York Jew." In fact, less than 15% of the students last summer were Jewish by faith or New York by origin. The religious beliefs of many students seemed to fall at one of two extremes — atheism or devout Christianity.

Of the problems SCOPE faced last summer, one of the more embarrassing was an internecine struggle (described as the result of a "personality conflict" by Mitchell Shur, head of Columbia SCOPE) with fellow civil rights group SNCC. The cause of the quarrel in this instance was obscure, but it led to the SCOPE chapter's pulling out of the county in the middle of the summer.

Trouble flared not only with fellow Northerners, but with local Negro rights groups as well. But again, the conflicts were described as "personal" rather than organizational.

Mr. Marwell defined the purpose of SCOPE (short for Summer Community Organization and Political Education Project) as an effort to break down the "wall enclosing southern Negroes in a ghetto of second class citizenship."

Barnard Bulletin

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Letters Define Paper's Role: Rubber Stamp or Criticizer?

(Continued from Page 2)

They have achieved a voice in the policy-making of the College. They have been the source of "protest, discontent and recommendations" in the past. Their response to student protest led to the formation of the Judicial Council less than two years ago. Their discontent with College housing led to a working relationship, though by no means a rubberstamp relationship, with the administration in the solution of housing problems. Their recommendations were considered by Professor Peardon's Ad Hoc Faculty Committee in the preparation of the recently released Curriculum Report.

It is regrettable that Undergrad had not succeeded in evoking "loyalty, excitement or respect" among students after dealing successfully with issues affecting the entire college.

What concerns me most is the editorial's suggestions and misconceptions relating to methods of dealing with the administration.

In the past two years, student leaders from *Bulletin* and Undergrad have learned that "protracted agitation" can be considerably more destructive and less effective in this College than open discussion with the administration of the issues at hand. The events leading to the formation of Judicial Council are a prime example of this.

Student government is not a labor union. Its role is not to lay down demands before a hostile administration. While students and administration must necessarily play different roles and sometimes represent different points of view, they are not, we have learned, always "bargaining" from different sides of the table.

It may be true that the methods

Students Sign Demand For Police Autonomy

Organizers of the Columbia Students for Police Autonomy will man booths on Low Plaza today and tomorrow to solicit signatures for petitions opposing Mayor John Lindsay's Police Review Board.

The organization will present the petitions at the Mayor's office this Saturday and picket City Hall, demanding a November referendum in which New Yorkers can indicate their stand on the Review Board. Demonstrators will depart from College Walk at 10:30 a.m. Saturday.

The Columbia Students for Police Autonomy is a new group, still in the formative stage. It was initiated last week by three Columbia freshmen — John Lombardo, George Baker and Steven Soule, who contend that "the police are the best judges of their own affairs" and that increased City Hall supervision will lead to "politically expedient measures and police harassment."

and accomplishments of Undergrad have not been made clear in the past. In that case, the new *Bulletin* staff in the coming year can serve the positive function of understanding and communicating to the Barnard community, the workings of the next Undergrad administration.

I believe that your editorial has not been fair to President-Elect Nancy Gertner and her fellow officers. *Bulletin's* criticism and suggestions are always in order. However, its timing in this case is inappropriate. *Bulletin* has threatened the new officers with a lack of support, even before the gavel has been grasped by a new hand. Again — *Bulletin* can play a positive role. The new Rep Assembly, like past Assemblies, will undoubtedly welcome *Bulletin's* recommendations for the many changes still vitally needed by the College. It is to be hoped that *Bulletin* will indeed become a "responsible and responsive instrument which will inform, analyze, and innovate."

Laura Fagelson '66
Undergraduate Association
President for 1965-66

To the Editor:

I should like to offer a few comments directed to the editorial column of Monday's paper. Although they are aimed primarily at the editorial entitled "Bang!", they lead naturally to some observations about *Bulletin's* "image" problem discussed in the editorial "Salve."

It is not so much the content as the tone of "Bang!" which disturbs me. The author of your editorial seems to reverse the old adage and come out with the philosophy that the best offense is a good defense.

The belligerence of the editorial distresses me because I feel that it may, among other things, involve a personal failure on my part to communicate my experience in working with the Undergraduate Association and the administration to my successors. It also indicates that the author of the editorial is not totally aware of what channels of communication are available to students.

First, both administration and student officers have failed to clarify lines of communication as well as they might. This is only secondarily a fault of *Bulletin*: a newspaper does not create formal channels, although it may agitate for them editorially. It is difficult to editorialize unless you have the basic facts, and these may be hard to come by, as *Bulletin* discovered last fall when it tried to get a working model of Barnard's administrative structure. A newspaper can only clarify what exists in fact: otherwise it must report that confusion exists or remain silent.

Second, many of us — myself included — have tended to be too pat: we have been content to look across the street and say, "my," (See LETTERS, Page 4)

Students and Faculty Approve 4-Course Plan; Opinion Mixed on Proposal for Senior Scholars

(Continued from Page 1)

guidance, some students, especially freshman, would benefit from a four-course program. However, she opposed its institution as mandatory for all students, since "it would be a pity to restrict the number of subjects to be taken."

Dr. Schumer feels that the Senior Scholars Program is an interesting idea, but that it would require "an extraordinary amount of individual planning and care." She expressed some doubt as to whether the undergraduate student is ready for the self-discipline such a program would demand. Dr. Schumer also mentioned that the institution of independent research, with the accompanying decrease in formal degree requirements, might create a problem with admission to graduate schools.

Miss Svetlana Kluge of the history department expressed general approval of the four-course

system. Regardless of the number of courses, Miss Kluge feels that the student should take a more active part in planning her program. It is her responsibility to select carefully courses and instructors. This would prevent, she feels, complaints about the quality of instruction.

Miss Kluge is not in favor of the proposed Senior Scholars program, because "it denies the basic assumption of college," and the value of classes. Miss Kluge feels that a student who has achieved a high degree of excellence in her major field could use in her senior year a "an opportunity to explore new areas, or to do advanced work in other subjects." She proposed the idea of doing related work in a totally different field. For instance, the student of twentieth century history might find it profitable to take a physics course.

Student opinion is generally in

favor of the four-course system, but there is a great variety of opinion about the Senior Scholars program.

Catherine Feola, '67, feels that a four-course system will be meaningful only if the work load is not increased. This would prevent students from feeling that they were on an "academic treadmill," and enable the student to decide for herself how to employ her own time.

Barbara Marzigliano, '67, also approves of the four-course system, but feels that juniors and seniors, who need a broader base before entering graduate school, should be free to take five subjects.

Mary Siegel, '66, believes that the main flaw in the Committee report is that it completely ignores the problem of faculty. She stated that it would be useless to change the administrative structure if the teachers did not simultaneously revise their courses.

Phyllis Gruntram, '66, stated that the Senior Scholars program would pose a problem of choosing students to participate in the program, since "marks are not necessarily a good criterion to judge who could do such work most profitably." Barbara Moss, '67, agrees, because "this type of work depends more on temperament."

Marcia Fierman, '67, while approving of the proposed four-course system, stated that the Senior Scholars program would be a "waste of time." If a student did not wish to use her senior year as an opportunity to take advantage of a diverse classroom setting, Miss Fierman believes, she could more profitably use the year for working toward a degree in graduate school.

Carol Fried, '66, was one of the few students who was not in favor of the four-course system. Although admitting that she felt overworked with five subjects each semester, she said that "it would have been the same with four."

Philosophy Department Offers \$250 Prize To Best Essay on Duties to Animals

All Barnard undergraduates are eligible to compete in the \$250 William Pepperell Montague essay contest sponsored by the Philosophy Department.

The topic for the competition is "Our Moral Obligations to Animals." Essays should be between four and five thousand words in length. They must be typed, double-spaced, and one original and one carbon submitted to Professor Larson, Milbank 41, on or before April 15.

This marks the first time in several years that the prize has been opened to all undergraduates regardless of their major field, according to Professor Mary Mothersill, chairman of the Philosophy department.

Because of a lack of applicants in former years, Miss Millicent McIntosh, former president of Barnard, altered the terms of the

bequest, specifying that it be awarded to a student who showed "promise of distinction" in the field of philosophy.

By reinstating the competition, the Philosophy department has returned to the conditions of the original grant bequeathed by Dr. William P. Montague, lecturer, instructor and professor of philosophy at Barnard from 1903 to 1949. According to the original terms, essays were to be written on "the significance of what Albert Schweitzer calls 'reverence for life,' bearing upon the neglected ethical problem of the nature and extent of man's duty to animals."

Professor Mothersill believes such a topic is particularly germane today in view of the antivivisectionist controversy and the bills presently before the state legislature in regard to the humane treatment of animals.



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JULY 8th AUGUST 19th

Letter to the Editor

(Continued from Page 3)

my, haven't we got it good, comparatively."

It is in regard to this second problem that *Bulletin* has, in the long run, the more vital role to play. Clarification of what we do have should be thoughtfully and realistically followed up by demands for what we ought to have.

In considering the latter problem, *Bulletin* has an important role to play, and it cannot play it as a part of the Establishment, student or otherwise. Students who work closely with the administration are likely to lose touch with other students, especially in a student body as amorphous as Barnard's. They are wont to think that their ideas are representative because their channels of communication too are limited: they have no way of knowing whether their ideas on, say, housing, are universal or merely theirs. Here *Bulletin* plays a vital role through editorials, student opinion articles, and letters to the editor.

Personally, however, I have my doubts about the existence of "democracy with a small d," even on the Barnard level. Perhaps, at Barnard as in most of American society, the majority of people just "don't want to be bothered." Hence, *Bulletin* must be prepared to be the gadfly keeping discussion alive when the political society would otherwise (another disturbing general trend) be reduced to stagnation and boredom.

I am not, and here we get to the matter of "image," distressed by the view of Undergrad as a mere rubberstamp for the administration. I am, however, extremely upset by the idea held by some Undergrad officers that *Bulletin* is ideally a rubberstamp for Undergrad.

During the past two years *Bulletin* has tended to support major Undergrad actions such as Judicial Council and the work of the Curriculum and Housing Committees because it has felt that they are in the interests of the overwhelming majority of Barnard students. This does not

mean that *Bulletin* has not, during this period, felt bound to continuous and unquestioning support of these policies. *Bulletin* is, and always has been, free to criticize, to attack, and to innovate.

I am further disturbed by the apparent feeling of some of the Undergrad officers of the past few years that "responsible" is a term which excludes "radical." Personally, I cannot see that "responsible" excludes any type of behavior except "irresponsible."

"Responsible" for a newspaper, however, means nothing more than gathering the facts and thinking them through before writing editorials. Any editorial opinion resulting from this process is responsible, no matter how radical.

Barnard badly needs radicalism. The period of easy cooperation, when both administration and students could easily see the same pressing problems and the same fairly logical conclusions, is drawing to a close. The college is in for a donnybrook on curriculum where students and part of the faculty are going to have to fight hard if radical, constructive change is to be achieved. Admissions policies are reaching the point where they must be questioned. The Housing Committee is not really touching on the basic problems of resident upperclassmen and especially not of commuters!

Students cannot effect a revolutionary takeover in a college community. *Bulletin* must, therefore, create radical, responsible agitation of the type which will influence the thinking of those holding formal power, so that they will be persuaded to follow suit.

Sara Piovia '66

**Join
Bulletin**

Blue Key To Supervise Drive To Fill Columbia's Blood Bank

The Blue Key Society of Columbia College will supervise the contributions of Columbia University students, faculty and members of the administration to the Columbia University Blood Drive. Blood will be collected Thursday, March 3, and Friday, March 4, in the Rotunda of Low Library and on the second floor of Ferris Booth Hall.

The Columbia University Blood Bank is run under the auspices of the American Red Cross and is administered through St. Luke's Hospital. One third of the total number of pints donated is given to the Red Cross. This blood is used to supplement Hospital Blood Banks by providing over one third of the blood used in the

Metropolitan area and to meet the needs of life-or-death emergencies and victims of disasters. It is administered regardless of one's ability to pay.

The remaining two thirds are credited to Columbia's own Blood Bank. Donors are able to draw on the Bank for one calendar year, and members of the donor's family are eligible to receive benefits from the initial contribution.

Honor . . .

(Continued from Page 1)

into which the honor system may be extended. She hopes to work closely with the Curriculum Committee in the coming year to consider such ideas as the feasibility of individual projects, instead of unproctored exams.

Because many students from Columbia College, which has no honor system, are enrolled in Barnard courses, Miss Shapiro sees a need for improved communications between Barnard and Columbia. She hopes to speak with the chairmen of Columbia's Committee on Academic Integrity.

Miss Shapiro plans also to investigate the recently innovated library checkout honor system here, in which Barnard students must present identification cards when taking out books. She would like to see this abolished. Other problems, which Miss Shapiro hopes to discuss with her new board, to be elected next week, are the revision of the Honor Code, itself, and the possibility of an Honor System in the dormitories.

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