

Barnard Bulletin



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MONDAY, MARCH 7, 1966

BY SUBSCRIPTION

Class Elections Pick Lederman, Carty and Gline

Denise Carty, Bonnie Gline and Lyn Lederman are the new presidents of the classes of '69, '68, and '67 respectively.

Also elected to office last week were the Judicial Council Representatives, Amy Morris '68 as Commuter Rep and Deanne Shapiro '67 as Off-Campus Rep; and the Freshman Orientation Coordinators, Debby Greenfield '67 as Residents Rep and Laura Grossman '68 as Commuter Rep.

A total of 110 students voted for sophomore class president, 75 voted for junior class president, and 66 for senior class president during the balloting period last week.

Both Bonnie Gline and Denise Carty emphasized in their platforms the problems of housing commuters near the college. Lyn Lederman sees the question of jobs after graduation and graduate schools as most important.

Students living in Fairholm, Johnson Hall, Whittier Kings Crown or in local apartments were eligible to vote for the Off-Campus Rep to Judicial Council. Miss Shapiro, the new rep, sees the future task of Judicial Council as participating in the formulation of a Code of Student Rights.

The new officers officially assume their posts the week of March 12.

Proctors Select 29 for Board

Nineteen juniors and ten sophomores have been named proctors for the next academic year.

Proctors are chosen on the basis of an academic average over 3.0 and extracurricular activities. They are selected by the existing Board of Proctors.

Incoming senior proctors will be: Judith Bayne, Janet Carlson, Eileen Caspary, Christina Barahura, Isabella Blumenstock, Mary Lu Christie, Jacqueline Daussa, Renee Elliott, Martha Feldman, Rayna Jacobs.

Also: Rise Knecht, Lauren Lovett, Mai-Lan Rogoff, Judith Scott, Rhea Segal, Deanne Shapiro, Michele Urvater, Sandra Wolman, and Sharon Zukin.

Junior Proctors on the board are: Alice Altbach, Valerie Brown, Pamela Hill, Penelope Hunter, Bonnie Kaufman, Susan Krupnick, Kathleen McQuown, Nancy Miner, Helen Neuhaus, and Elsie Wang.

Expert on East Asia Advocates NLF Recognition in Peace Talks

by Mimi Kahal

Professor O. Edmund Clubb, of the East Asian Institute, advocated U.S. recognition of the National Liberation Front as a dominant factor in South Vietnam, in a speech at Earl Hall last Thursday.

He proposed a "revival of the Geneva talks with the National Liberation Front as one of the principal parties."

Professor Clubb served as the U.S. Consul General to Peking before the communist seizure and recently participated in the Vietnam television debates with Hans Morgenthau and McGeorge Bundy. He is the author of *Twentieth Century China* and is presently compiling a book on Russian and Chinese relations from the 16th century to the present.

Professor Clubb said that the "NLF represents much more in power than the Saigon government." If the U.S. were to enact his proposal, he predicted that "the NLF would dominate the Saigon government, Vietnam would become united, and eventually the Vietnamese would reach an agreement independent of the U.S. and China."

In private conversation with this reporter Professor Clubb said that communism *per se* is not calamitous, "if we would just forget the 'ism' and let the governments take care of themselves." He added that "the NLF would unite the diversified elements in Vietnam and would not allow themselves to become engulfed by China."

In his public address he underscored the strength of Vietnamese nationalism and said, "They don't want to be the vassals of China again."

Professor Clubb declared that U.S. intervention is both illegal and detrimental to its own image abroad.

Denouncing the Administration for its defiance of international accords which outlaw aggressive intervention, Professor Clubb asserted that "Washington acts as if treaty obligations were irrelevant."

He cited as treaty violations the 1928 Kellogg-Briand Pact, which "outlaws war as an instrument of national policy;" Article II of the U.N. Charter, which provides for "the settlement of disputes by peaceful means;" and the SEATO agreements which stipulate "con-

sultation in cases of aggression."

Also wary of international reaction to U.S. policy, he said "The U.S. is alienating in a fundamental way Asian sympathy for the U.S. over a long term of time."

According to Professor Clubb, "the sentiment of the Japanese people is against our intervention, and eventually the public sentiment tends to influence the government. For all of our urging, Japan is not sending in troops or aid." In addition, the U.S. is encountering "clear antipathy" in Burma, Cambodia and Indonesia.

Professor Clubb was pessimistic about an imminent end to the war in Vietnam. "We could be there for fifty years; it is unlikely that we will reach a political settlement with so many widely divergent national aims."

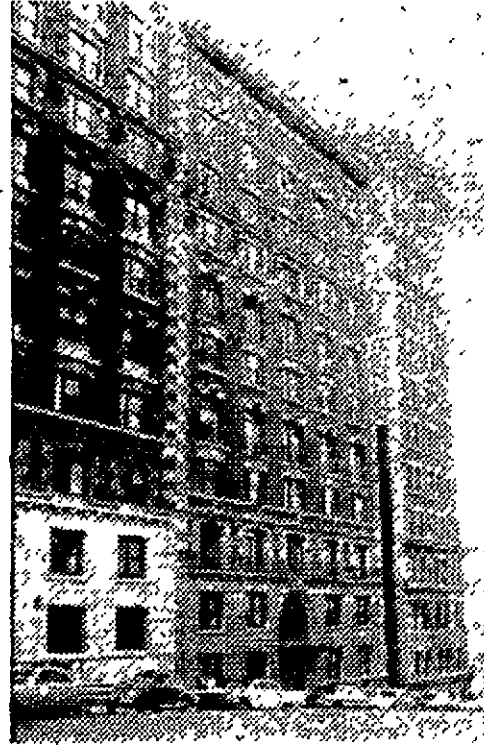
He said, "While the U.S. has been landing Marines in Vietnam, the Russians have been landing a spaceship on Venus. I think that's indicative of something."

Barnard Buys on 116th; Notifies Tenants at '620'

Barnard College purchased the ten-story apartment building at 620 West 116th Street this morning.

Tenants occupying the four, five and six-room, rent-controlled apartments will be notified by letter today of the sale. As apartments are vacated they will be rented to Barnard students or faculty.

The transaction follows by two weeks the acquisition of the former Bryn Mawr Hotel, a six-story building at 420 West 121 Street. At that time President Rosemary Park indicated that Barnard was negotiating for additional neighborhood housing.



616-20 W. 116 St.

The building next to the dormitory at '616,' will help ease the current housing shortage and accommodate additional students as the college increases its enrollment from 1,650 to 2,000 in the next five years. At present 300 Barnard students live in local apartments, and an additional one hundred are housed in Columbia University residences such as the King's Crown Hotel, Johnson Hall, and Fairholm. The Barnard dormitories accommodate 731 students.

No major alterations at '620' are anticipated. However Barnard plans to hire an architect to determine whether the structure at 121 Street should undergo complete renovation or razing.

Lyric Contest

Competition is open to all freshmen and sophomores to write a lyric for Greek Games. The lyric can take any verse form, but must be about the Greek god Hermes.

Hermes, to whom the Games will be dedicated, is the god of commerce, invention, and athletics. He is also the patron of travelers and thieves.

The winning lyric will be published in the Greek Games booklet. This year for the first time, both the winning sophomore and winning freshmen lyrics will be read and judged at the Games.

Barnard purchased '620' through endowment funds, according to Mr. Forrest L. Abbott, treasurer of the college. He noted that eventually Barnard will take out a loan from either the State Dormitory Authority or the Federal government to cover the cost of the Bryn Mawr purchase and its renovation.

Horace S. Ely Co. acted as agents for the sellers of '620.' The property at 412 West 121 Street was purchased February 17 from Remedco. There were no tenants in the building at that time.

Two Departments Announce Course Revisions; Interdisciplinary 'History of Women' Established

Govt. Changes

Major changes in the Government Department's curriculum and major requirements have been disclosed by Professor Demetrios Caraley, chairman of the department.

Professor Caraley cited "the college trend toward greater liberality on requirements" as the main reason for decreasing mandatory courses for government majors. Requisites for the major now include only Government 1-2, an introductory course; 45, 46, junior readings, and 61-62, the senior seminar. In addition, the Department has eliminated the requirement that majors choose additional Government courses from a select group.

"Comparative Political Systems," a course concentrating on the developing institutions of Africa and Asia as compared with relevant Western patterns, has been included in next year's curriculum. The new offering is in answer to student requests for a course on non-western political systems. Mrs. Audrey Slesinger, who will join the Government Department on a full time basis, will teach the course.

Professor Caraley's announcement included plans for restaffing and other personnel arrangements within the department. Professor Thomas Peardon's retirement and Professor Phoebe Morrison's leave and impending retirement (See SHIFTS, Page 3)

Hist. Additions

Professor Rene Albrecht Carrie, representing the History Department, has confirmed the addition of a series of courses aimed at providing intensive study of a limited period or aspect of history.

The new courses, under the general title of Colloquia, will depend primarily on the use of source material. They will be conducted through class discussion, and will require a term paper. Colloquia will ultimately include courses in both European and American subject matter.

Professor George Woodbridge will teach next year's offering, a specialized course dealing with English History. It has not yet been decided whether the course, to be called History 62-63, will be "Stability by Revolution: England 1688-1714" or "Stability by Reform: England 1830-1840." Either will entail an examination of political, social, cultural, and economic developments as investigated by a study of literary and official writings of the period.

Another course to be included in the curriculum in 1968-69, "The First War and the Peace Settlements," will be taught by Professor Albrecht Carrie. Two American history courses, Professor Basil Rauch's "The Administration of Franklin D. Roosevelt" and Professor Chilton Williamson's "The Road to Democracy" will be offered within the next four years.

Study of Women

Beginning next fall, the American Studies curriculum will include "The History of Women in America," a new course intended to lend a historical dimension to the study of women's position in society.

The classes will be conducted as colloquia by Mrs. Annette Baxter, Associate in History, and Mrs. Barbara Cross, Associate Professor of English. Assistant Professor Barbara Novak, of the Art History Department, will join them in the spring term.

According to Mrs. Cross, the course will "illuminate an aspect of history which has been neglected, although half the population has been involved in it." She added that it will "steer away from the conventional focus on women's rights" in favor of a more complete study of the experience of women in America.

Mrs. Baxter in turn noted that several historical generalizations that have been made might be revised through a consideration of women's role in the society of the time — for instance, the Turner expansion thesis.

Those who elect the course for either one or both semesters will combine a series of disciplines around one question, according to the method of American Studies. Materials for study will include paintings, diaries and letters, novels, poetry, biographies and state law.

Forum

The first Bulletin Forum will discuss the recent report of the Faculty Ad Hoc Curriculum Committee tomorrow at 4 p.m. in the College Parlor. All students and faculty are invited.

Honor**Towards Individual Initiative**

Let us go then, you and I, into the realm of the ideal, to envision life without an honor system.

The ideal, in this case, is not so far from the actuality. Incurably honest girls who do not cheat under the present system will not cheat when the system is gone.

A senior pointed out to us that her own idea of "honor" compels her to act honestly; if there were a conflict between Barnard's enunciated Honor Code and her own standard, she said, she would not hesitate to transgress the Code to uphold her standard. Individual interpretation is, in fact, the way girls here explain their adherence to an honor system.

From the projected ideal we return to the actuality of the formal honor system. Given the situation of having such a system, we see a possible change: the assumption of Honor Board's duties by Judicial Council.

The change, we feel, is mostly one of orientation. Miss Shapiro has stated that Honor Board serves as an intermediary between administration, faculty, and students. Judicial Council also coordinates administration, faculty, and student judgment.

We who would prefer the individual-initiative honor system would gladly let the administration and faculty add their voices to Honor Board decisions. More ideally, we would have students on a double-charged Judicial Council make both academic (previously Honor Board) and non-academic (now Judicial Council) decisions, advised by faculty and administration representatives.

It is hard to separate the real from the ideal in considering honor. We believe that the passing of the present Barnard Honor System would neither lead to wholesale plagiarism and cheating, nor create a situation in the library and in examinations more severe than the current situation.

(Thursday: The Final Examination Schedule.)

At the Root

Tormented by our attempts to determine whether we, too, belong to the New Left, we find that the refrain which haunts us on that front is also basic to our evaluation of student life at Barnard. Several formulations offered as definitive in recent letters to the editor (from the former president of Undergraduate Association and from the former editor-in-chief of *Bulletin*) pose the question: Are we liberal or are we radical?

Our former editor grants that she is "disturbed by the apparent feeling of some of the Undergrad officers of the past few years that 'responsible' is a term which excudes 'radical'."

We agree that responsibility does not preclude radicalism. In our dictionary radicalism means root change, thorough reform—a dictionary definition somewhat at odds with the letter's pronouncement. "Students cannot effect a revolutionary takeover in a college community," a statement which, however, follows the enumeration of starting changes. "The period of easy cooperation . . . 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 . . . must be questioned . . ."

Surely these are indications of a period of revolution which even we did not project.

Surely even we are more optimistic than the editor who freely confides, "Personally, however, I have my doubts about the existence of 'democracy with a small d' even on the Barnard level."

New Dorms

The purchase of two local apartment buildings within the past two weeks comes as a most welcome surprise.

However, the ethical question remains: does not Barnard have an obligation to consider the fate of the tenants it displaces?

Although the dislocation of those living in "620" is to be regretted, the acute housing shortage seems to justify the purchase. However, Barnard should make every effort to aid in relocation and to cooperate with the Morningside Heights associations interested in preserving the integrity of the neighborhood.

Curriculum Approach

Neither Professor Bell's "Reforming General Education" at Columbia nor the "Report of the Ad Hoc Committee on the Curriculum" at Barnard are "radical" documents in the sense of presenting wide departures from the status quo.

They both see Jacques Barzun's two-camp theory — that the academic world will soon be split into the basic fact and skill-acquiring realm of the secondary school and the specialized knowledge and technique-perfecting realm of the graduate school — ignoring the viability and potentiality of the "third world," the liberal arts college.

There is a significant difference in approach, however, between the two studies. President Park said that Barnard's report is a "how to do it" aimed at changing the internal structure of the curriculum, while Professor Bell's is a "really serious consideration" of long-range goals which can only be taken once the groundwork of the curriculum is laid.

The difference, then, runs deeper than the factual situations at Barnard and Columbia would imply; it involves more basic assumptions about the learning process. The Barnard report emphasizes independent research (Senior Scholars Plan), individual program planning (modified Moore-Rauch proposal), fulfillment of degree requirements by work outside the classroom. Good.

The Bell report talks of synoptic courses to study the "methodological and philosophical underpinnings" of a particular discipline, its relation to other disciplines, and its application to modern problems. Even better.

Although individualization and flexibility of the curriculum are important, integration of material and application to the contemporary world are vital. The inter-disciplinary approach taken by Professor Doris in his proposal for a Program in the Arts with a course on Style and a special Colloquium is a good example of a possible Barnard counterpart to Professor Bell's "third-tier" comprehensive courses. While the inter-disciplinary approach is always in danger of sliding towards dilettantism, Professor Bell's approach towards combining specialization with comprehension seems to provide an adequate guard.

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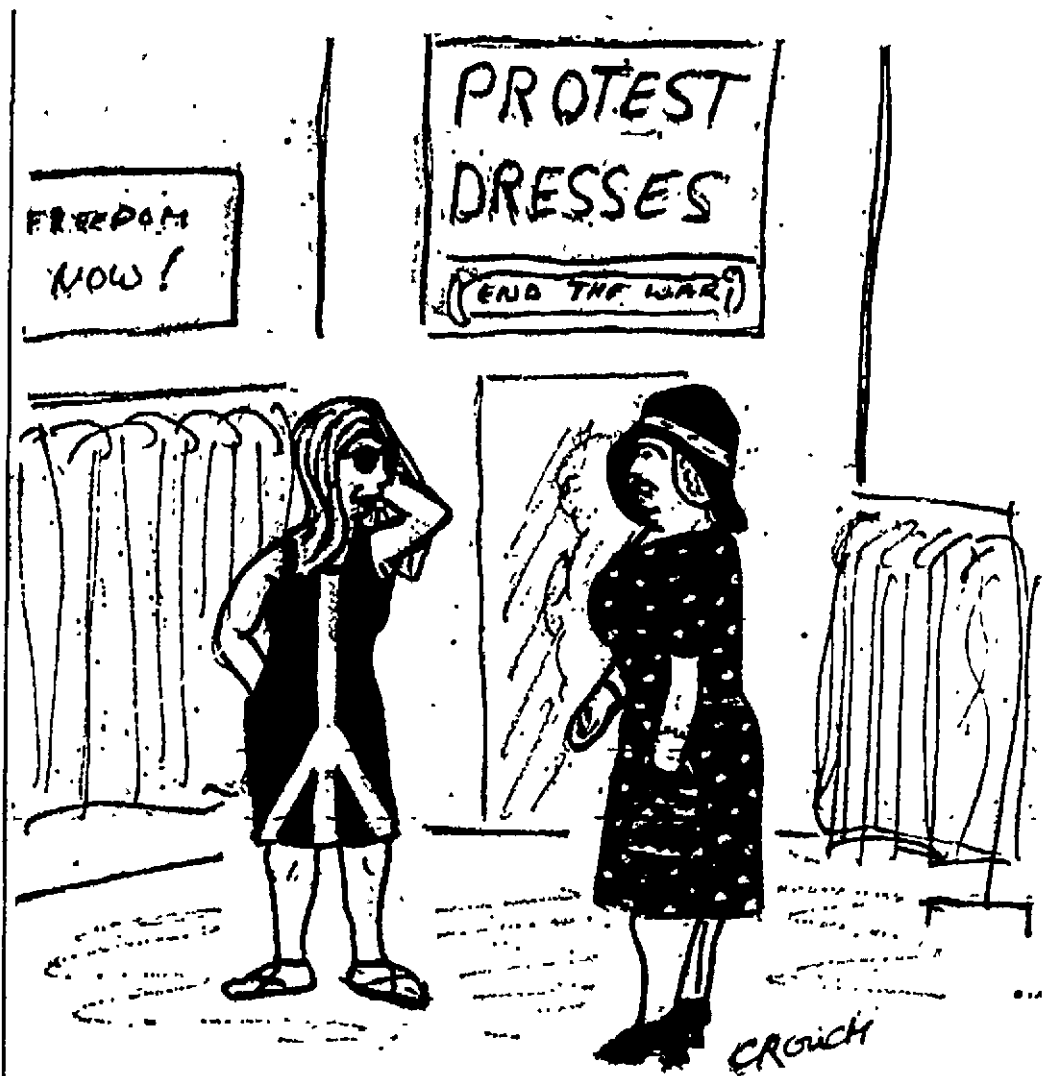
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EDITOR-IN-CHIEF — GLORIA LEITNER
BUSINESS MANAGER — BARBARA MORSE
MANAGING EDITOR K. Lowenthal
EDITORIALS EDITOR Sharon Zukin
FEATURES EDITOR Barbara Crampton
NEWS EDITOR Mimi Kahal

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Do you have any Republican anti-Johnson dresses?

The Quest

Caedmon, sing me something

by Barbara Crampton

The Anglo-Saxon poet answered the heavenly command with what we know as "Caedmon's Hymn," a joyous prayer of God and life. I do not think it is by coincidence that *The Quest*, a new literary journal edited by Columbia University students, contains a fine modern interpretation of "Caedmon's Hymn," for the magazine is in itself a kind of hymn to life.

Alexis Levitin, the magazine's editor, has described *The Quest* in a prospectus as an attempt to show "that beneath the surface eddies and shallow whirlpools characteristic of much of contemporary thought, there continues to flow a deep current coeval with man himself." The stories and poetry in *The Quest* are not facilely optimistic, but they do try to deal with essential truths, which show, for example, that though man may find life absurd, he is reluctant nevertheless to leave it.

The editors of *The Quest* have in this first issue stayed within the bounds of their expressed purpose, but within the limits the works included show a pleasing variety.

For me, one of the highlights of the magazine was Anne Freemantle's *Siesta* for its style, atmosphere, and imagery. The plot is almost irrelevant — we know only that the young wife who had "skin that suggested gossamer lace, on a cream-colored tea-rose" married a man who was a splendid athlete and sportsman — not her type at all. What can they have in common? She is an excellent horsewoman; and to pass the long Indian Summer afternoons she embroideries the image of a tiger, a "handsome brute." In a passage describing the sleeping wife and her husband slipping into a dream-world of his creation, Miss Freemantle's sensual and poetic prose reminded me of a color Fellini film: "Now the tiger lay across her, covering her, its head, on her breast, its yellow eyes fixed on her face . . . the noise of its huge purring filled the room."

V. S. Yanovsky's *Double Nelson* is cool and controlled, though the narrative occasionally seems hard to follow. It is more than just another twist on the legend of selling one's soul to the Devil. The pale and intense young hero, Turgai, wants to beat the chess

Champion of the world more than anything — he thinks, until he actually does it. This story is ironic and subtle, and it makes a subtle point. Being the "best" at the expense of giving up one's freedom and one's humanity is too great a price even for the egotist Turgai.

The Plague in Bergamo by the nineteenth century Danish poet Jens Peter Jacobsen (some of whose work has been virtually unobtainable in English) is a deep and disturbing allegory. The story was obscure in some places, but like Yanovsky, it will bear up under many scrutinties. The translation itself was fluid and readable.

W. H. Auden's *Precious Me* is written in the Haiku, a verse exactly 17 syllables long. As the choice of form dictates, the poem itself is beautifully concise, qualifying, perhaps, as the shortest biography on record. Auden limns out a portrait of himself that seems to be honest and extremely perceptive:

When he comes to a crossing,
He expects the lights
To turn green for him.

Junzaburo Nishiwaki's "January in Kyoto" is a long and difficult poem strongly suggestive of T. E. Eliot, whom the author

(See *QUEST*, Page 4)

Letter

To the Editor:

Your editorial entitled "Interview v. Overview" seems to me far more "ludicrous" than a "comprehensive definition of honor" or an "all-pervasive concept of honor."

Without such guidelines, how is a student to form her own code? And without guidelines, how can a student body judge whether or not the honor code has been violated?

The honor board cannot judge according to the code of each individual, but only according to a universal standard which is equal to everyone.

Since a system for maintaining academic integrity is necessary, the faculty and administration must take on the responsibility if the students cannot.

Naomi Greitzer '67

Flush Left

New Left, II: Action v. Ideology

by Sharon Zukin

"What gives ideology its force is its passion," a disenchanted believer whose coming-to-middle-age was marked by the realization that ideology was exhausted, once wrote. "For the idealogue," Daniel Bell continued, "truth arises in action, and meaning is given to experience by the 'transforming moment.' He comes alive not in contemplation, but in 'the deed.'"

The people forming Columbia S.D.S. realize the importance of action to mobilize men under the banner of ideology. They want to avoid the death of a reform movement which loses its momentum in cumbersome philosophy and, in theorizing, dies.

Bargaining Table

At last week's meeting, however, there was so much pressure to adopt some sort — any sort — of an action project that the meeting seemed to be a confrontation of groups and representatives in the posture of bargaining rather than of cooperating. Despite the suffusion of formal solidarity at the first meeting of Columbia S.D.S., when the Independent Committee, CORE, ACTION united on a wide variety of causes that usually act as litmus for a liberal or radical reaction, the S.D.S. group's second meeting was factionalized into anti-draft protesters (or is this the province of the Independent Committee?), tenant-council organizers (does this CORE project carry a stigma?), South African demonstrators (a cause basic enough to interest radicals and safe enough to mobilize liberals).

For What?

The degree of factionalized protests sparked the criticism, "So far this group doesn't seem to be for anything; this was a justifiable desire to define the aims, the scope, or even the ends of Columbia S.D.S."

Even this critic, however, fell prey to the anxiety diffused through the group before an action project was adopted. "You'll be a mailing list with no action project," he charged.

Parenthetically, almost reluctantly, we cite another essay in *The End of Ideology*; Bell, describing college graduates 10 years

ago, speaks of, "among the more serious-minded, a longing for 'a cause to believe in,' although the self-conscious awareness of the desire for 'a cause' itself is self-defeating."

Where the Action Is

Once the S.D.S. group had adopted a cause (truly, by the close margin of 20-10, after half the original audience had one-by-one walked out), the meeting relaxed; factions were no longer competing for the resource of potential support. As intellectuals who, Bell says, see things in relation to 'the self, we immediately succumbed to worry: how could S.D.S. mobilize the Morningside Heights community to protest United States and First National Bank policy in South Africa?

Because we ourselves, feel distant from this issue, we wonder how many Columbia and Barnard liberals will support resolutions condemning South African racial politics — but will never make the leap from resolution to demonstration, from paper to placard.

The Movement

As Bell's "philosopher seeks what he conceives to be true, regardless of the moment," we question how the South African action S.D.S. organization and to New project relates to the national Left ideology. As one College

Govt. Dept. Announces Shifts in Teachers

(Continued from Page 1)

necessitate changes in Government -12, formerly taught by the two professors. Professor Caraley will teach the first semester of the course, and Professor Peter Juviler, the second term.

Professor Emeritus Thomas P. Peardon, who will continue as a Special Lecturer, will teach Government 7-8, "Modern Political Movements." The Department also disclosed that Professor Morrison will continue teaching her regular courses for the fall semester next year.

Miss Linda Miller, who taught a course in International Relations, is leaving to revise her doctoral dissertation for possible publication. Her courses have not yet been reassigned.

sophomore asked at the meeting, "Do you want to do something for the Movement or do something?"

Perhaps the New Left is no more than the child of the 'thirties generation, the Old Left 30 years older, as one veteran of many protests recently told us. Despite the inevitable carry-over of ideology, today's Left has a function, a purpose not directly served by a project as far removed as South Africa. The Left, writes Richard Flacks in *The New Republic*, "must announce a democratic vision which is concretely relevant to the technology of the future and the troubles and discontents of the people."

(To be continued, eventually.)

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Bulletin

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Marcus Classifies Pornography, Cites Memoirs of Mid-Victorian

The Victorian era produced more pornography than any other period, according to Steven Marcus, Associate Professor of English at Columbia. Professor Marcus spoke on "Pornography and Literature" at last Thursday's Noon Meeting in the College Parlor.

Mr. Marcus frequently referred to his recent book, *The Other Victorians*, a study of sexuality and pornography in mid-nineteenth century England. The main sources for the book were memoirs of a Victorian gentleman devoted to "sexual pursuits," who faithfully recorded his adventures in an ac-

count called *My Secret Life*.

Mr. Marcus said pornography is literature only in the formal sense, in that it is written, printed and read. He prefers the classification "sub-literature," because pornography has its own rules, themes and conventions. As distinguished from higher literary forms, pornography is characterized by a shallow singleness of purpose, he noted.

Professor Marcus expressed surprise at having been invited to speak on pornography, claiming it had always been his opinion that women were not interested in the subject.

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Girls Go Across the Street For Special Course Offerings

Barnard students took 17% of their courses in other faculties of the University last semester, according to statistics compiled by the Office of the Registrar.

Figures show that in addition to Barnard College, Inter-faculty, and joint Barnard-Columbia undergraduate courses, many Barnard students enroll in other divisions of the University, notably Columbia College, the Graduate Faculty, and General Studies.

Exotic Languages

Many courses which are not offered by Barnard are given in other Morningside divisions, particularly foreign language. Last fall, Barnard students studied Arabic, Chinese, Dutch, Hungarian, Sanskrit, and Japanese. In addition, they sought Columbia's specialized courses in languages taught at Barnard. Columbia offerings in Genet and Beckett, a German Prose symposium, Homer's *Odyssey*, and Russian drama found Barnard enrollees.

Other specialized courses which attract Barnard girls are those offered by the History and Government departments at Columbia, for example, Latin American Institutions; Spain and Portugal; Modern India; and Jews under Islam.

Science Offerings

The Columbia departments of Math, Chemistry, Physics, Botany and Zoology also provide instruction to Barnard students, who study calculus, Organic Chemistry, Atomic Physics, and Introductory Quantum Mechan-

ics, Plant Physiology and Biometrics.

In the social sciences, Barnard students take University courses in Primitive Religions, offered by the Anthropology Department; Monetary Systems, an Economics Department offering, and Political Sociology, given by the Department of Sociology.

In addition, Columbia courses in the humanities often augment Barnard offerings. The Columbia department of Art History offers instruction in Aesthetic Architecture; the Department of Philosophy provides a course in Philosophy of Law, and the Department of Comparative Literature provides instruction in Classics of the Renaissance. All were taken by Barnard students last semester.

Placement Office Sponsors Talks About Teaching

Seniors who are considering teaching next year, or who intend to take graduate preparation for teaching, are invited to a placement office discussion of teaching opportunities today at 4 p.m. in the College Parlor.

Mr. Gerald Brooks, of the Bureau of Teacher Recruitment, New York City Board of Education, will give an address. Other speakers will be Mrs. Ruth Ritterband '57, teacher of history at the Fieldston School, and Miss Patricia Circelli '55, teacher of Spanish at George Washington High School.

Although the meeting is aimed at seniors, all other classes are invited.

Kennedy, Munoz-Martin Speak At Conference Here Saturday

Senator Robert F. Kennedy and former Governor of Puerto Rico Luis Munoz-Martin will join Congressman William F. Ryan as principal speakers at the Sixth Annual West Side Community Conference this Saturday at 1:30 p.m. in McMillin Theatre.

Senator Kennedy and Sr. Munoz-Martin, now a member of the Puerto Rican Senate, will speak on "The Challenge of the Developing Nations." The all-day conference is presented by Congressman Ryan and the Reform Democratic Clubs of Manhattan's West Side.

The Conferences will begin at 9:30 a.m. and run until 5:30 p.m. Admission is free. Featured panels will be "Internal Politics," "Population," "Economic Development," "External Politics," "American Attitudes" and "Human Problems of Change."

Correction

The nine faculty promotions announced last week do not become effective immediately, as erroneously reported. The advances come into effect July 1, 1966.

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Thursday Noon

Dr. Alan C. Purves, former Assistant Professor of English at Barnard, will speak on "An International Study on Student Responses to Literature" at this Thursday's Noon Meeting.

Dr. Purves, who is now with the Educational Testing Service, helped conduct a program to determine how national background affects a student's appreciation of literature.

The Quest

(Continued from Page 2)

has translated into Japanese. The allusions are both Eastern and Western: it would be hard to make sense of this poem without a library and a great deal of time on hand. Like many of Eliot's poems "January" was meant to be obscure.

Oliver Everett's *Arctic Burial* is, on the other hand, straightforward and valid. Everett lives in Alaska, and in the Eskimo's attitude toward the dead and buried he has found a humanity which our society lacks. "At native burials... the dead are not slighted." The humane element which Everett found in the "natives" is absolutely lacking in the lady barber of his "Barbershop Music." She is not worried about death: she's worried about what they're going to do with the corpses after all. "Corpses is unpleasant people"

The Quest is a professionally finished magazine. Some of the authors are teachers, some are students; but every contributor has something to say or at least, as with Miss Freemantle's piece, a magnificent style. The first Quest was for me an adventure in thoughtful fiction which dealt with life and death, the essential truths: it deserves to be read thoughtfully.

1. I am 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 years old. (Circle one.)
 2. I would like to spend \$3 for an Identification Card entitling me to fly at half fare when a seat is available on Eastern Airlines Coach flights to 96 destinations. True False
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