

Study Leads to Re-evaluation

Allow Juniors To Live Off-Campus And House Freshmen Commuters

By BARBARA LEWIS

A recent study of commuting time for Barnard students has led to a suggestion that juniors living in the dormitories and '616' be given the option of living off campus in an effort to house some of the freshman commuters.

According to Mrs. Elizabeth Meyers, director of College Activities Office, some commuters must travel over four hours each day. In this year's freshman class, there are girls who commute to Barnard from as far as South Orange and Maplewood in New Jersey, and from Farmingdale, Long Island.

While commuting from such distances is a hardship on any girl, this is especially deleterious to a freshman. A girl who must spend this much time traveling will no doubt find it more difficult than her dormitory counterparts to become acquainted with the school.

It might prove helpful to allow resident students to live off campus in their junior year. This year, there are approximately 175 juniors living in Brooks, Hewitt, Reid and '616'. There is an equal number of freshman commuters. If some of these juniors would opt to live off campus, it would enable those freshman traveling long distances to take their places in the dormitories.

At present, it is very difficult for commuters who must travel a long distance to participate in extracurricular activities, or to go

to dances and other social functions that are held at night. This is especially true for freshmen, who do not know other girls and so are unable to make arrangements for staying in the area overnight. In addition, these girls have lost the use of the commuter room, which was discontinued two years ago in order to make more room for residents.

According to Miss Josephine Benz of the Admissions Office, resident or commuter status was originally determined on the basis of a fifty-mile radius. This has become less functional recently, because of changes in the railroad schedules. There are fewer commuter trains now than before. The result is that traveling fifty miles in one direction may take a shorter time than twenty miles in another. While the administration has recognized that this is no longer a satisfactory basis, no new standard has been determined.

War Has "Domestic Price" Says Scheer At ICV Rally

Declaring that the war in Vietnam has a "brutalizing effect on the people here and on the soldiers," Robert Scheer joined several other speakers in denouncing the continued United States escalation of the war at a rally last Thursday evening.

The Independent Committee on Vietnam sponsored the rally "to show we're against the war and we're for peace in Vietnam," according to Michael Klare GF, Chairman of the ICV. The roster of speakers included Seymour Melman, professor of Industrial Engineering at Columbia; John McDermott of "Viet Report," Ivanhoe Donaldson, New York coordinator of SNCC; and Grace Mora Newman, sister of Denis Mora, one of the Fort Hood Three.

Mr. Scheer, foreign affairs editor of "Ramparts" magazine, stated that it is "impossible to fight this war without a domestic price." He said that the "incredible fear of Communism in the United States" is reflected in the Vietnam conflict and that anti-Communism "has become the national binding religion."

Commenting on United States foreign policy in general, Mr. Scheer stressed the importance of the Cold War in the American way of life. "The stability and prosperity of the United States depends on the Cold War," he

said. "The Cold War has become institutionalized in our society."

Professor Melman noted that 79 out of 110 billion dollars is spent on defense in the U.S. He maintained that the U.S. "must find a way to give priority to peace." "This society," he continued, "needs preparation for peace."

Students have a "moral and personal responsibility... to get the pentagon off this campus," Professor Melman emphasized. He called for "openness in teaching" in the University and said that students and faculty "need decision-making power" in the University.

Park Favors Student Role in Tenure Decisions



Rosemary Park

President Rosemary Park announced last week in an interview that she favored the idea of giving Barnard students an opportunity to influence faculty tenure decisions.

Miss Park said she thought a representative student opinion on tenure would be "a most interesting piece of information," adding that in her opinion the faculty would not be "resentful."

The problems which must be resolved, she noted, are chiefly those of finding a mechanism to obtain student opinion and deciding which students would make

evaluations. Miss Park also suggested that the Sociology Department here draw up a scientific questionnaire which could be used to analyze student evaluations of faculty members.

"Since it's not a popularity contest," Miss Park believes that school-wide tenure evaluation would not be very helpful.

Nancy Gertner '67, President of the Undergraduate Association, has established a Tenure Committee in Undergrad to explore these and other suggested mechanisms whereby students could have a voice in tenure.

Is Anybody Up There Listening? CUSC Seeks Policy-Making Voice

The Columbia University Student Council is drafting a "concrete" proposal for the representation of students on the Board of Trustees; the president of the council announced this week.

David Langsam '67C said that CUSC will work towards establishing specific mechanisms for an increased student role in determining University policy and procedure.

At Saturday's CUSC conference on "The Changing Role of the Student," Mr. Langsam and other student leaders decried the lack of opportunity to translate legitimate student concern into an effective influence on the University administration.

Herbert Deane, vice-dean of Graduate Faculties, questioned to what degree the impetus for greater student involvement in University decision-making came from a small group of stu-

dent government leaders, and to what degree it reflected a more wide-spread dissatisfaction among students.

Several members of the panel following Mr. Langsam's address on Saturday agreed that this sense of "frustration" is felt by large segments of the student body. They explained this as a reaction against continuing University action without prior consultation of students.

David Mient TC, member of the President's Advisory Committee on Student Life, attacked the premise of Mr. Deane's question. He stated that academic freedom should not depend on the "mass consciousness" of these ideals, nor should student civil liberties and rights "necessarily depend on the willingness of students to demonstrate against their abrogation."

Al Lowenstein, lawyer and former dean at Stanford Univer-

sity, pointed out that "the brightest people are the ones most in dissent" — on issues of civil rights, foreign policy, and university reform.

He added that more broadly-based interest in student government and academic reform would result from the actual participation of students "in a vital way" in decision-making.

See CUSC position papers, p. 6-7

However once the mechanisms for student influence are set up, warned Nancy Gertner '67, president of Undergrad, there is the danger of paying too high a price for the guarantee that the administration will continue to allow the mechanism to function.

"If the existence of the channel hinges on whether students are 'responsible' and responsibility is defined in terms of agreement with the administration, then the channel becomes meaningless," she said.

David Whitcomb GF moderated the morning panel which also included John Roussmaniere, editor of the Columbia OWL; Elliot Bien, head of the Undergraduate Dormitory Council; and Frank Ward, president, Columbia University Citizenship Council.

(See RIGHTS, Page 6)

Poll Examines Study Period

Curriculum Committee is conducting a poll to determine the kind of pre-exam study period Barnard students would like to have. Questions in the poll will deal with the duration of the period, whether or not it should be optional, and whether students would like to have review classes or more conference hours with professors during the period.

The poll is being conducted November 9-11, from 11 a.m. to 5 p.m. on Jake and in the library lobby.

Until last spring, Barnard had a two day period before exams, on the first of which professors had the option of holding classes. Some professors did conduct classes, especially in science and elementary language classes.

Results of a committee poll last fall were 1201 for, 34 against a proposed optional five-day study period. The faculty agreed to try out the period before the May, 1966 exams.

According to Linda Neshamkin '67, chairman of the study period sub-committee, the committee felt that a reasonably long study period before examinations was needed in order for the student to synthesize the material of individual courses and gain a sense of clarity and perspective. The committee hopes that last year's experiment proved its usefulness. "We hope that whatever is decided upon will become a part of the official Barnard calendar," Miss Neshamkin added.

Fast for Freedom Funded By Students' Dinner Money

On Thursday, November 17, the Columbia University Student Council will sponsor the National Student Association Thanksgiving Fast for Freedom. It will be coordinated by the Columbia-Barnard Democratic Club, under the direction of Jonathan Kratter '68C.

The basis of the Fast is that students voluntarily give up their evening meal and contribute the money they save to the Fast.

During the past two years, in line with changes in the Civil Rights movement, the money collected during the Fast has been put to new uses.

Integration without significant changes in the political or economic voice of the Negro does

not alter his subordinate position. Hence, money is now used in the South to support Negroes who lost jobs or welfare payments through participation in voter registration drives. In addition, the Fast for Freedom subsidizes Negro self-help projects which give natives control of the means of production and provide them with low-cost products.

During the Fast, the Young Dems will organize seven tables around the Columbia and Barnard campuses.

Barnard students on the meal plan who want to give up their evening meal will be able to have their meal tickets checked, with the cost of the meal automatically donated to the Fast.

Library Lectures Equip Freshmen and Seniors

By BONNIE FOX

The library instruction required for all freshmen is "one of the most constructive of the library's services," according to Sarah Katharine Thomson, Reference Librarian at Barnard and head of the freshman lecture program.

The library lectures were instituted thirty years ago by Bertha Rockwell, Barnard's first librarian, who served from the World War I period to 1944. In the old Ella Weed library, which occupied the third floor of Barnard Hall, library instruction was given to a small group of girls gathered around a circular reference desk.

At this time, students were first given a test to measure their proficiency in the use of the library, then required to attend a lecture on its use, and finally to take another test which tested the knowledge they had absorbed. In addition, students were asked to attend three hours of library instruction to be taken out of their English A class time. Because the department complained about the time required, after 1956, the responsibility to attend the lecture was placed entirely on the student.

For the past five years, students have been required to attend a 50 minute lecture on the use of the library on their own time. This lecture explains the use of the card catalogue, subject and foreign encyclopedias, and five major indexes and bibliographies. A twenty minute test checks to see if the student has been able to understand the concepts presented in the lectures; these tests, which ask the student to find articles and essays in the indices explained, are later returned via the English A instructor.

Until this year, when the English A course was reduced to one semester, students had a third period of library instruction during class time, in which they would use reference books to find infor-

mation for specific papers. However, this year this extra period has been put at the discretion of each teacher; only about four of the 20 English A teachers will be taking advantage of this opportunity.

A second part of freshman library instruction is the library tour, usually given during orientation. In the old library, tours were impossible because of the limited space available. After Lehman Hall's opening in 1959, these tours became feasible.

In 1965, Janet Carlson '67, then chairman of the Freshman Orientation Committee, established the library tour as it exists today. Students travel a prescribed path in the library which leads them to lecturers who not only acquaint them with general procedures in the library but also encourage freshmen to ask questions when they need help.

Should these library instruction periods be dropped or revised? Most students believe that they are valuable in some way. Miss Thomson admits, however, that most of the information given to the students in this period is not retained. Most of the really successful library instruction, she says, is done with seniors, who must prepare senior seminars and are thus more interested in the reference work they must do.

Suggestions for improving library instruction include: mimeographing a sheet describing the information students are given in the lecture, moving the required instruction up to orientation period, and creating a course which would involve five or six lectures a semester and would better equip juniors and seniors to use the library.

The library staff plans to revise the program next year. It is still undecided whether this revision will involve a basic change in policy or minor changes in the material presented. However, library lectures will certainly be continued.

Postcrypt: Coffee, Talk, And Guitars

By ELLEN HORWIN

The crying need for intermingling in a "fragmented" university is met in part by the Postcrypt, the coffee house in St. Paul's Chapel. Those who are weary of lonely crowds will find at the Postcrypt an atmosphere of warmth and intimacy, as well as fine entertainment and a place for casual talk.

During coffee shop hours on Thursdays, Friday and Saturday evenings, coffee, hot and cold cider, and pastries are served at modest prices. Entertainment, provided by students in the university, is traditionally folk singing or poetry readings with an occasional jug band, but manager Dave Budbill '67C, feels that "they have barely gotten off the ground as far as entertainment goes."

Future prospects include original films and plays, such as last week's production of "Death or Any Other Invention," by Columbia student Larry Susskind.

Any one with talent is eligible to perform after a brief audition at the Protestant Office.

The Postcrypt, originated two years ago through the Protestant Office, enjoys a wide popularity, often drawing crowds as large as 160 people.



'Investigation' Hits Complaisance, Moderation; Cites Nazi-Germany's Prison Camps Of '40's

By EDWARD CONNELLY

"The Investigation" is more an oratorio than a conventional play. The production at the Ambassador Theater is not very good; it seems to be miscast. But one quickly learns to disregard the theatrical failings and instead to confine one's interest to the actual situation which the playwright thrusts upon our consciousness.

Playwright Peter Weiss is concerned with his dramatic art, but like all real artists he is concerned not merely with literature or technique, but with the real world and the real issues in the lives of his fellow men. The subject of this play is the Nazi system: its reverberations echo down to the present time.

The trials of the major German war criminals at Nuremberg were merely the first in the probably incomplete series of trials of lesser figures accused of "crimes against humanity," with most recent mass trials taking place in a Bonn court at Frankfurt am Main in 1964.

"The Investigation" is a selection from testimony given at these trials by persons accused of crim-

Student Opinions Sought On Religious Attitudes

By SUSAN GAL

The President's Committee on Religious Life at Columbia, formed last spring to examine religion on campus, is working, within its broad goal, to adopt a methodology.

The Committee is seeking information about students' religious attitudes, but has defined these attitudes wider than "traditional" ones. Eventually, the information gathered during the two or three years allocated for the report may be used to establish new methods of counseling.

According to the Chaplain of the University John Cannon, chairman of the Committee, Columbia's investigation will concern students directly. One of the

main problems therefore, the Chaplain said, is that no students are directly involved on the Committee itself.

Although the actual method of obtaining student views has not been officially decided, all the Committee members are agreed that students are to be the main source of information. Some members have devised trial questionnaires, to give to their classes on a voluntary basis.

Professor Barry Ulanov, who is a member of the Committee and who teaches English at Barnard, will try to speak to his students personally and question them about their attitudes and feelings towards religion. Professor Ulanov hopes that from these responses he can make broader and more valid questions. At present there is no standard questionnaire which is to be given to the entire University; no such questionnaire is being planned.

The Committee's purpose is to probe the extent of religious life on campus. Professor Ulanov, commenting on what was meant by religious life, stated that this is not to be a statistical study of churchgoing at Columbia. Rather, he said, it is to be about values, morals and, to some extent, religious experience. In addition, Chaplain Cannon remarked that the committee is not primarily concerned with traditional religious observance.

According to the chaplain, moral obligation and commitment will be investigated. This, said Chaplain Cannon, includes participation in peace demonstrations, fasts in sympathy with the suffering in Vietnam and the work of the Citizenship Council. Belief and dedication now and in later life will be important parts of the report.

The members of the committee come from many different parts of the University. They are Professors Daniel Gershenson, Harold Stahmer, Barry Ulanov, Louis Henkin, Wesley First, Edward Leonard, Sidney Morgenbesser. (See STUDENT, p. 5)

\$ \$ Menaces Coed Dining

The future of the coed meal plan is uncertain, unless more men eat meals at Barnard to make the arrangement economically sound for the school's dining halls.

Most of the girls interviewed characterized the plan as "great," because it lent a coed atmosphere to the school that was sorely needed. Barbara Marcus '70 said, "I don't see how anybody could react negatively unless they're queer."

However, male support of the plan was not as unqualified. One college senior said that unless the Barnard food service begins competing with Columbia's and starts offering a wide variety of food with Cokes and hamburgers at every meal, most Columbia men will continue to patronize their own dining halls.

He also noted that Columbia's cafeteria facilities, like the Lion's Den are not large enough to accommodate their usual number of male patrons and the influx of visitors from across the street. During the three days that the plan was in effect many guys had difficulty finding tables at which to eat their meals, he added.

CUSC Special

BULLETIN presents on Pages 6 and 7 the major resolutions of a conference sponsored by the Columbia University Student Council last Saturday to discuss "The Changing Role of the Student in the University." The conference was specifically concerned with student role in the decision-making process in the university.

BULLETIN

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STAFF MEMBERS
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Room 1, Annex

Med. Office Slow to Act In Accident

A loose bank of lockers situated on the second floor of Milbank Hall fell over Sue Rosen '70 as she stepped into her locker Monday to remove articles from the top shelf.

A witness to the accident, which occurred at approximately 1:00 p.m., called the Barnard medical office. According to Miss Rosen, a nurse appeared fifteen minutes later. "The nurse was not sure what to do. She called Dr. Nelson, who said I should be taken to St. Luke's on a stretcher."

In the interim, Miss Rosen lay on the floor in pain as Buildings and Grounds officials speculated on the damage to the locker.

Dr. Nelson arrived in order to examine Miss Rosen who still lay on the floor in Milbank. The medical office was unable to find a stretcher and brought a wheelchair in substitution. Miss Rosen said later that "luckily a Buildings and Grounds employee had a car and was willing to drive me to St. Luke's." Nearly one hour after the accident Miss Rosen arrived at the infirmary.

X-rays revealed that no bones were broken in the accident. Miss Rosen said that her shoulder and knees are bruised and that she has been walking with a cane. She returned to school on Wednesday.

An official from Buildings and Grounds righted the lockers following the mishap.

According to Buildings and Grounds, the fallen lockers were not attached to the wall because they had just recently been moved to the second floor from the basement. The spokesman said that those are the only lockers in the building that are not attached.

George Michael: "If you have long hair..."

Salon Attracts Flocks of Locks Concerned with State of Heads

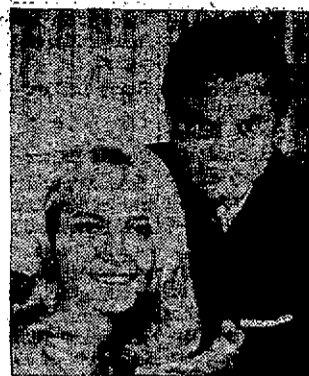
By ELLEN HORWIN

Barnard girls interested in "long hair care" have found a home at George Michael of Madison Ave. "If you have long hair, we love you," says hairdresser George Michael Selizki, known to his customers as Mr. Michael.

Among those who flock to the salon at 420 Madison Ave. are 4,000 women with hair between the waist and knees, 8,000 flips, 18 with hair down to the floor, stars of 42 television commercials, 80 movie stars, several Miss Universes, nurses on vacation from Vietnam, and Miss Sweden. As Mr. Michael describes it — "This is a swinging place."

The first Barnard girl at Mr. Michael's salon was Renee Cohen in 1957, a professor of French Literature with hair down to her knees. Miss Cohen is now a professor at the University of Dijon and lives in Paris.

Particularly for college girls, Mr. Michael emphasizes the nat-



George Michael

urality of long hair. He insists that college girls "should play tennis, smooch, and study — not spend their time in beauty salons! Long hair is a woman's most alluring possession. Men love long hair. They want to touch it, to feast their eyes upon it!"

Recipients of Student Grades Include Parents and High School

Grades are the common bond between all Barnard students. But the average student rarely knows who has access to her grades, just as it is usually unclear to her what happens after a professor grades her examination.

Final grades are collected from instructors by means of reporting sheets distributed by the Registrar's Office, and prepared from the students' elective cards. Sheets for IBM — numbered courses are prepared at Columbia, then sent to Barnard.

Sheets are returned by the instructor within 48 hours after an exam in classes of 40 or fewer students; professors having larger enrollments are allowed more time. This timetable is generally kept.

During and immediately after the examination period, the office of the Registrar hires temporary help, usually graduate students, who enter a student's grades individually on her record. As this process nears completion, they compute, check, and double-check grade averages.

Of course, many Barnard students have already received their grades by means of the time-honored process of inserting a self-addressed postcard in their bluebooks. However, although these students can gain an idea of their academic standing, official registrar's records for the autumn term are not released until March, and for the spring term until July.

Transcripts are sent to every student. Parents of freshmen get a copy of the transcript each semester; the parents of sophomores and juniors receive a copy of the complete record once each year.

In addition, grades are sent to the Dean's Office, the Placement office, and to the major advisors. Any organization that supports a student financially also receives a copy of her grades. In the freshman year, grades are sent for each semester to the student's former high school.

Copies of a student's grades are not sent to her high school after her freshman year unless she requests it in writing. Grades are also not released to anyone outside the College, including Columbia University itself, without the written permission of the student.

Only in exceptional cases may a student obtain permission to have the Registrar's Office withhold her record from her parents, or in her freshman year, from her high school.

Investigations of a student's academic record coming from outside the College are usually in relation to job placement. These requests are handled by the Placement Office.

In general, policy concerning release of grades is close, strict, and simple: very few people may obtain information without the student's knowledge and consent.

Columbia Wins College Bowl

The Columbia College Lions defeated Providence College on T.V.'s COLLEGE BOWL this past Sunday. The final score was 300-205 and the victorious Lions will face Indiana University this coming Sunday.

Competitive elimination was used to select the team. Last April, 80 students took a written test with sample questions. Of these, fifteen were chosen to compete in round eliminations. The final selection was made by May 5.

The team members, in addition to captain Rocah, are Jeffrey Rosen '68C, Derek Randall '67C, and Steve Ross '68C. Two alternates, Ira Krakow and Paul Gerwitz, have also been preparing with the team.

The Columbia team can boast an experienced member, Jeffrey Rosen represented his school on "It's Academic," a program on the same order as College Bowl but for high schools.

The team has been practicing together on a bi-weekly basis. Three of the members are from New York City and the other is from Ohio. In the words of the captain, "One of the most important aspects of our preparation involves working as a team." The faculty coach for the students is Mark Flannigan, Director of College Activities, Ferris Booth Hall.

Fund Drive Is Itemized

The initial goal of Barnard's New Chapter fund drive is to raise \$1,000,000 by June to match the anonymous gifts donated last spring towards the new student center-classroom complex.

The cost of the twelve-story academic building alone is estimated at \$5,200,000. Alumnae and parents have received the following breakdown of gift opportunities:

Academic Building	
Entire floor	\$400,000
Language laboratory	150,000
Lobby area and planting	100,000
Organic chemistry laboratory	75,000
Physics laboratory	40,000
Chemistry elementary laboratory	35,000
Area for science equipment maintenance	30,000
Faculty office and research laboratory	30,000
Student project laboratory	30,000
Chemistry faculty laboratory	15,000
Instrument room	15,000
Animal room	12,000
Balance room	10,000
Student Center	
Bowling alley equip.	\$ 40,000
BULLETIN office	30,000
Undergraduate Association board room	15,000
Student mail boxes	10,000

Specific areas in the new building may be named for donors of \$10,000 or more, according to a brochure issued by the College. Donors of \$5,000-\$10,000 will be listed as Founders on a "prominently placed plaque" in the new building, whereas donors of \$1,000-\$4,000 will be listed as Patrons.

"Manchild" Attacks Harlem: Conveys Childhood Horror

By MICHAEL INGBER

"... Man, do you ever remember bein' a kid? Not me. Shit, kids are happy, kids laugh, kids are secure. They ain't scared a nothin'. You ever been a kid, Sonny? Damn, you lucky. I ain't never been a kid, man, but I think I missed out bein' happy and not scared. I don't know what happened, man, but I think I missed out on that childhood thing, because I don't ever recall bein' a kid."

"Manchild in the Promised Land" is the written, 145th Street and Lenox Avenue version of the Family of Man. Claude Brown talks about the Harlem scene, telling the story of young people whose parents had escaped the sharecroppers hell in the south only to find themselves caught in a northern hell with little hope of deliverance, for "where does one run to when he's already in the promised land?"

What do "parents" and "family" mean in Harlem?

"I don't remember my father too well. He use to work on the docks, and he died in the chair, man. He died behind some gray cat tryin' to fuck over

him, tryin' to make him look like a Tom. It's somethin' I've always had a big thing about, man. And my brothers, they can't stand to be around gray people. That's why they all stand around 143rd Street and take numbers. I guess we couldn't make it outside of some Harlem somewhere. We weren't cut out to play that boy role.

I suppose they're a lot of people who aren't." Claude Brown can write Harlem because he has lived Harlem. He has seen his pals become junkies and thieves and killers; he has met the girls they "messed with" selling body to pay for their habits; he has a younger brother, in prison for armed robbery, whom his father once found slumped over the toilet with a needle in his arm.

Claude Brown "made it out" because he was able to escape the physical ghetto and the ghetto within him. But he knows how to sting the reader's soul with the horror of both. Mr. Brown frightens, disgusts and angers; he conveys the fear and pain which molded his own life and continues to mold the lives of so many others.

African Examines Apartheid Roots

Discussing the roots of Apartheid in his native country, Mr. Franz Lee, a South African of mixed parentage, attributed the racial division there to economic rather than racial causes.

Mr. Lee stated last Wednesday that "if the problem was just black hate white and white hate black, we could have perhaps taught them to love each other." Instead, he maintains that racial inferiority is a manifestation of a poor-rich syndrome. Increased trade has led South Africa to regard Japan as a nation of "white" people, Mr. Lee remarked. On the other hand, the Chinese, who have no economic ties with South Africa, are still considered "black."

There are 3½ million whites and 15 million blacks in South Africa which "I divide because in my country they are divided," declared Mr. Lee. They are divided economically as well as so-

(See LEE CONSIDERS, p. 5)

Support

Bulletin

Advertisers

Jam Today

By K. LOWENTHAL

The decline and fall of Student Mail: The Student Mail system at Barnard was probably founded under the premise that students, just like real people, needed an apparatus whereby they could communicate with other students. The Student Mail system also saved the Administration a stamp when it sent out official notices.

When I was a freshman, Student Mail worked. It was quaint and somewhat cumbersome, but it worked. Briefly, it went thus: there were lists of student names, with red cellophane covering half the name. You left your mail with a kindly woman, who alphabetized it. You then had the responsibility to move the cellophane on the addressee's name from the left to the right. When you passed your own name, and saw the red on the right, you claimed your mail. To avoid future disappointments, you moved your own cellophane back to the left.

Everyone checked their mail. (In fact, I read a trashy novel once by a Barnard girl, ca. Class of '58, in which the heroine's major neurotic manifestation was that she refused to pick up her student mail). When a school-wide notice went out, all the cellophane wasn't moved; they'd put up a notice that said "Pick up such-and-such," and leave such-and-such in an open box. Outside of an announcement like this, Student Mail was completely unambiguous. You either had mail or you didn't, and if your cellophane wasn't pushed, it was the sender's fault.

However, like all personal services in this supermarket age, Student Mail was felt to be a waste of time for one woman. Why should it be a full job for someone to give mail to students? Employees had better things to do. No one, of course considered the efficiency with which student mail had functioned. No one, of course, ever thought of paying students the going campus job rate to sit in the mail room for a couple hours.

No, student mail had to be more — official.

None of this "Meet me on Jake" junk.

So, when I was a Junior, the Great Schism came. Student Mail was split. There were personal notes, which you wrote, if you could find paper, and pinned up on a pillar, if you could find a thumbtack. Then there were Official Things, which were still indicated by cellophane to the right, but which could be collected from the College Activities Office only between certain specified hours.

That's what killed student mail. Why claim it, when you knew that all that awaited you was either an overdue notice from the library or a reminder that your medical had to be completed by December 15? Nag notes such as these languished and rotted in College Activities Office last year until it was decided that the kids needed more visual reminder of their duties. The cellophane wasn't enough incentive. And the notepillars were messy. Barnard fragmented even more... apathy was the word of the year.

This fall, another change was made. The notepillars were to remain, graced only by the addition of 26 initials instead of merely A-L and M-Z. In addition, a carpenter was hired, to build many many mailboxes. Enough mailboxes, in fact, so that every four girls could have one. And by (See JAM, p. 8)

Two Cultures; Conservatives

Letters to the Editor

To the Editor:

Miss Deborah Solomon's letter of October 27 indicated that she is distressed with Barnard's four course system because it creates incompetent premed and biology students. Such incompetence is caused, Miss Solomon informs us, by the fact that kindly biology professors water down their courses lest the poor student has a nervous breakdown trying to learn the intricate turns of both the Kṛṣṇa's Cycle and Dante's nine circles.

This dilution of precious scientific material causes Miss Solomon to cry out, "is it more desirable to go to an unlettered but excellent doctor or to a mediocre one who can quote Sophocles and Goethe?" Before one can protest that perhaps Goethe and Sophocles are not incompatible with excellence in medicine or biology, he is told "this is the end of the era of scientific pussyfooting, an educational middle path between the two extremes is not possible."

I am not so much disquieted by the logic of Miss Solomon's argument as by the attitude which it represents. She seems to view the undergraduate years as a retrograde extension of graduate or medical school. The poor science student is so hard pressed by the knowledge explosion that he must not be distracted by such childish games as literature, music, art, and the like. Such a realistic and adult attitude is, Miss Solomon believes, thwarted by that Disneyland of institutions, Barnard, which wants to keep the hard-headed premed in "Never-Neverland" rather than prepare her "to cope with the professional problems Out There."

Well, I'm Out There, i.e. in medical school, and from here it appears that I could have taken far fewer science courses in college (I certainly took far fewer than that horrendous list of "required" courses that Miss Solomon cites) and still not have jeopardized my chances of being a passable doctor. It also seems strange, in view of Miss Solomon's remarks, that some of the best students and professors here at P & S squandered their time on Goethe and Sophocles in college (indeed, some continue to squander part of their time on these two gentlemen, among others) and yet are considered excellent

or potentially excellent doctors by everyone who comes in contact with them. I will leave it to Miss Solomon to decide if their excellence is in spite of or because of their "Never-Neverland" college years.

Barry Liskow — CC '64, P & S '68

To the Editor

As a founder and former member of the Conservative Union, I feel I must address myself to your article on it. I confess to hold views similar to Baron von Frankenstein upon beholding the excesses of his monster. Instead of an organization founded along the principle of Edmund Burke, all I find is Herbert Spencer in all his pristine glory, backed up on bass by Senator McCarthy and Gen. G. H. Kahn.

If one examines the points covered by Mr. Foy, one can only be amazed. The spectacle of the bolsheviks running amok across country whilst the population sits and begs for bread and circuses boggles the mind. When one pictures poor Lola-Belle Holmes being declared anathema by the liberal press and muzzled as effectively as General Walker, only the hardest of hearts can not be moved. If one considers the panorama of "an unbridled democracy of whining handout seekers" one can only sigh and say, "alas, Babylon, I wouldst it were not true."

All of this might be mildly amusing if it weren't for the fact that there are some people on campus who accept Mr. Foy's statements as dogma. Last week they turned a rather inoffensive Young Republican's meeting into a five-hour fun fest filled with all the clever parliamentary tricks one can possibly glean out of "Advise and Consent." This undemocratic, pardon me, unrepblican character of this quilting bee indicates the lengths at least some of the members of the Union are willing to go to preach the good word.

I am no liberal, and now and then my views might coincide with a particular platform in the Union's program. But when the honest conservatives are treated to such a display of foolishness, someone has to say something.

John Carpenter '68C

Barnard Bulletin

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Chelsea Theatre Revives Classics

At a time when commercial theatre is getting bigger and costlier, it is encouraging to hear that an off-Broadway theatre has been formed in the Chelsea section of Manhattan.

The new organization, called the Roundabout Theatre, will concentrate on classical drama. Financed by private contributions, actors and crew are being recruited on a volunteer basis.

The theatre's 150 seat auditorium has been created out of an empty basement, with cinder-block pillars framing the stage.

The group's opening production, Strindberg's "The Father," will run through December 18. It will be followed by Moliere's "The Miser" (January 6 - February 12) and Maurice Maeterlinck's "Pelléas and Mélisande" (March 3 - April 9). A musical, "Pins and Needles" (May 5 - June 18) will close the season.

Performances are given Wednesday through Saturday evenings and Sunday afternoons.

Gene Feist, a professional writer and director, is producing director of the group. A former member of the Actor's Studio, his productions have been seen at the Cherry Lane and East End theatres in Greenwich Village.

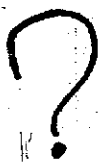
The Roundabout Theatre, which is located beneath the Penn South Co-op Supermarket, 307 West 26th Street, promises to give Chelsea the type of vital theatre so much needed throughout the city.



To the Lions,
it's a
stronger line



To commuters,
it's a race
with time



A successor
to the
president



Co-ed dining
to residents.



To a pre-med,
it's the
highest grade

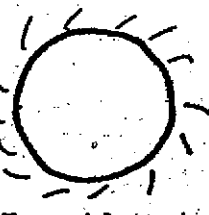


And to Furnald,
it's a panty
raid



To Columbia,
it's 1 less SRO.

To the tenants,
a place to go



To outdoor types
it's a mild fall



To Spectator
to be read at
all



To the drinker
it's a foaming
glass



And to others
it's some
grass

FREE TASTE -
FINE TASTE

Kratter Claims Young Dems Fill Left-Liberal Gap at CU

By JUDITH DEVONS

The Columbia-Barnard Democratic Club, while making plans to revise both its Constitution and future objectives, has recently been taking the initiative by supporting the continuance of the Civilian Review Board with a table on Low Plaza and by organizing the Fast for Freedom with the Columbia University Student Council.

In the past, the Young Dems' activities have primarily been confined to work during election times, accounting for extreme fluctuation in membership and participation.

Members are now making plans to stabilize the club's year-round functions to promote day-to-day participation in policy issues on political and university affairs.

As a first step the club is considering an amendment which will rewrite the Constitution and enumerate the specific powers, responsibilities, and duties of the officers and executive board. The club will organize four permanent committees to carry out these functions.

The policy committee, manned by Jonathan Kratter '68C and Richard Wild '68C, will study the issues. They will then present their points of view to the club to promote discussion leading to the passage of resolutions.

Subsequent action would include the sending of letters to magazines, newspapers and congressmen, the maintenance of a table on Low Plaza to distribute leaflets, and other appropriate action to show the club's position on individual issues.

Last year, a temporary policy committee of the Young Dems, also led by Mr. Kratter, wrote a platform on Vietnam which was amended and adopted by the club.

In its annual convention last June, the New York State College Young Democrats also adopted the policy with slight modification.

The program organized by William Orlafsky '68C, is responsible for getting well-known speakers to come to Columbia University to discuss current issues.

There are also publicity and publication committees, the latter publishing the monthly magazine, THE NEW DEMOCRAT, under the direction of Frances Mueller '67.

The present policy of the

Young Dems, according to Mr. Kratter, is to "fill the left-liberal gap on campus." Club President Jonathan Kotch '67C adds that the Young Dems, as "the last of the liberal groups on campus," can cover many broad political and university issues better than the more radical, single-issue groups, such as the Independent Committee on Vietnam. Since the Young Dems agree with each other on policy, they can diverge in methodology.

Although the Young Dems agree with the basic principles of the National Democratic Party, the members exhibit wide divergencies on particular issues. Citing one example, Mr. Kotch stated that a majority of members supported Frank O'Connor and Howard Samuels only with "serious reservations."

The Young Dems are now planning a coalition of the more liberal democratic clubs in New York colleges with the election of reform-oriented officers and policies.

Among the current projects of the Young Dems, the club has established an internship program where the student has the opportunity to do political work directly in the offices of legislators and city councilmen.

In noting the advantages of this program, Mr. Kotch said that "rather than doing mainly clerical work in Washington, and never seeing the legislators — as in the Citizenship Council Program — the Young Dems internship work is done in New York, Democrats helping Democrats."

The club has a mandate from Student Council to organize the Fast for Freedom at Columbia. On Nov. 17 Young Dems will have numerous tables on both the Columbia and Barnard campuses to collect contributions.

Also in co-operation with the Barnard Food Services, and conducted by Carol Reichenstein '67B, Barnard students may abstain from dinner and donate their food allowance to the Fast.

Future plans for the club include an Adlai Stevenson Fund Drive at Columbia, to be initiated subsequent to the collection of large, independent donations. The club is also considering taking a poll of Columbia University students concerning their attitudes toward the Vietnam war.

DuBois Member Thinks Informer Gave Police Tip

(Continued from Page 1)

policemen arrived about twenty minutes later.

It was at this point that the youths began to call parents and lawyers. Mr. Berkelhammer phoned Attorney Kunstler, who asked to speak to one of the policemen. The policemen refused to do so.

All 88 people at the party were hauled off in paddywagons to the 24th precinct station (100 Street and Amsterdam Avenue) where they were searched and questioned. No fingerprints were taken, Mr. Berkelhammer reported.

The boys were placed in a cell without food or beds. Mr. Berkelhammer said that fluorescent lights were kept on all night, making it "very difficult" to sleep.

In the girls' quarters, Miss Schwartz explained, there were only wooden chairs to sleep on. They were continually asked questions such as "how long have you been on junk?"

At 8 a.m. the next morning, the group was taken to jail at the Criminal Courts Building at 100 Centre Street. They stayed there until 2 p.m., when the District Attorney recommended that charges be dropped and the judge declared the case dismissed.

How did the police originally find out about the party? Mr. Berkelhammer said that leaflets had been distributed at City College and at the Columbia University Vietnam rally the previous Thursday. However, he noted, "it is an undisputed fact that the DuBois Clubs are infiltrated by the F.B.I. and people working for federal and local police subversive squads." "It is my personal belief," Mr. Berkelhammer continued, "that the police knew because they were told by an informer at City College."

Mr. Berkelhammer characterized the incident as typical of the kind of legal and physical attacks on the DuBois Clubs made in recent months by the police, the government, and hoodlums — "and often the three acting in collaboration."

He cited as examples the bombing of the national DuBois Club headquarters in San Francisco last spring, and the beating of members during a press conference in front of the Brooklyn headquarters by hoodlums "aided and abetted by police."

In another incident last August during an outdoor workshop in Washington, D.C., a young DuBois Club organizer from Harlem mentioned that he would not like to be sent to Vietnam to point a gun at his "colored brothers," but would rather see Lyndon B. Johnson at the other end of it. The F.B.I. arrested the Negro for threatening the life of the president, according to Mr. Berkelhammer, and his case is still pending.

The most recent slew of arrests has resulted in criminal records for all 87 youths, Mr. Berkelhammer declared. "This is a stigma which we do not deserve," he claimed.

A Columbia University DuBois Club chapter was founded here just last week. It is believed that only one Columbia senior was among those arrested.

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Freshman Sister Anticipates Teaching Music on Morningside

Sister Mary Cecilia, Class of 1970, is the first Sister to enroll in Barnard College, although there are a number of Sisters who have and are studying at the School of General Studies of the University. Sister Mary Cecilia finds the atmosphere at Barnard to be "intellectually satisfying," and is enjoying her freshman year immensely.

She belongs to the Community of the Holy Spirit, a religious order of the Episcopal Church. According to the rules of this order, a Sister, at the completion of her Novitiate, must prepare for three years before taking her life vows, and Sister Mary Cecilia is now at the beginning of this probationary period, as a member of the "Juniorate."

Now studying English, French, art history and harmony at Barnard, Sister Mary Cecilia is planning to major in music, which she will teach at St. Hilda's and St. Hugh's School on W 114th St in Manhattan.

This school, although run by Episcopal Sisters, is staffed by lay teachers as well, and accepts students of all religious faiths. The school includes nursery through 12th grade, and in its higher levels, is oriented towards college preparation.

It was founded about 16 years ago by two Sisters from Toronto, Canada, with the express purpose of serving Morningside Heights and the Columbia community.

Sister Mary Cecilia stressed the fact during the interview that she was speaking not as an individual, but as a representative of her religious community. She then went on to elaborate upon the historical background of Episcopal orders.

During the time of Henry VIII, the monarch who separated the Church of England from that of Rome, religious orders were suppressed. They were revived again about 100 years ago, and the first such order was founded in this country in the 1860's. There are now about 30 such orders in the U.S.

Students Snatched from Penury By Alumni Emergency Loan Fund

One of the pleasantest things to write about is money. Not its lack, but its existence. This money is located in Milbank Hall, in the Alumni Office. All that is required is an ID card from Barnard and — of course — the promise of repayment.

The class of 1952 established a short-term loan fund for Barnard students, known as the Alumni fund. Sums up to \$25 may be borrowed from the fund, which is given in cash. Several papers must be signed, and the loan must be repaid within a month; however, no reason has to be given for borrowing, and there is no interest.

Although there is no limit to the number of times a student may borrow money, she cannot take

out overlapping loans which exceed \$25. This term, about 45 girls have taken advantage of the fund. There are regulars, who return each month.

Although an occasional girl, the office staff notes, may run in for money "in a dither," most borrowers are calm, and say unhesitatingly they need the money for books.

A possible reason for a monthly shortage of funds is that students who work for the College — in the library, showing slides to art history courses, and other jobs, are paid monthly, on the 20th of the next month. A girl will not be paid for September's work until October 20. In the fall, when expenses are heavy, most student employees find it very rough going until November 20, when they receive their first full pay check.

Student Beliefs Are Investigated

(Continued from Page 2)

Dean John W. Alexander, Chaplain John Cannon and Prof. James Alfred Martin Jr., the Danforth Prof. of Religion in Higher Education at Union Theological Seminary. Other schools, the State Universities of New York in particular, have also made studies on religion, but Columbia's attempt will be unique.

Most of the activity at other universities is directed towards conferences and forums dealing with the role of religion in education and the role of religion as a discipline. Although some discussions are being planned, the basis of the Columbia report will be, essentially the response of the students.

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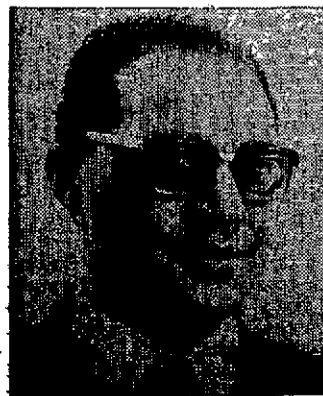
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Lee Considers Economic Reasons For African Apartheid System



Frank Lee

(Continued from Page 3)
cially; the whites maintain one of the highest standards of living in the world while 75% of the blacks live below the poverty line, according to Mr. Lee.

Mr. Lee said that there are some amenities for blacks, such as University College, a firm called "Saveto," and a good hospital in Johannesburg. He concludes, however, that the purpose of these amenities is to impress the visitor in South Africa with the nation's high standard of living.

Mr. Lee spoke at a meeting of the Alexander Defense Committee co-sponsored by the CU Afro-American Club and CUSC last Wednesday.

Students Evaluate University Policies

University Expansion Biased Against Poor?

Role Of Colleges As Parent Substitutes Considered Restrictive To Students

This analysis of Columbia University and the Morningside Community is taken from a working paper prepared by David M. Ment — TC for last Saturday's CUSC Conference.

In the planning of the Morningside Heights area by community residents and by the University, there is involved the concern of each group for its special interests as well as its concept of the "ideal community." Naturally, there is a relation between these two goals, for everyone sees the ideal community as one which serves his own needs.

The University: Its primary interest is in preserving for itself the broadest possible choices for future expansion. This interest implies an effort to influence replanning so as to leave relatively untouched those properties contiguous to the University into which expansion is most likely. This interest also leads the University to see park land as suitable for construction.

The University's concept of the "ideal community" leads to additional efforts at replanning. Various spokesmen for the University have indicated that their "ideal community" would not have quite the same membership as the present community. Whether expressed in terms of housing or in terms of people, it comes down to the same thing—a middle class neighborhood is desired. "Employed people of all races" is a phrase that has been used. Alternatively, spokesmen have opposed new low income housing in the area near the University.

The University, unlike the community, has not needed to wait for city approval for its replanning. It has, in fact, carried out much of this already. Several single room occupancy buildings (SRO's) have been emptied. Their occupants did not fit the requirements for membership in the "ideal community." They were poor; many of them were Negroes on welfare. A few of them were in trouble with the police.

University action to "improve" the community is justified in terms of two University interests—the need to provide a safe neighborhood and the need to attract faculty members who will come only to middle class areas. These interests are probably partly real and partly rationalizations for a policy which has eliminated a section of the population of the University area. The elimination of SRO's—in order to expel their residents—has occurred at the same time as replanning through University expansion. In the latter case, relocation of residents was a result, but not the goal of replanning.

The community: This refers to the collection of political groups, civic associations, block associations and community organizations which represent the residents of the area.

The basic interest of the community is in better homes and community facilities. The response to urban renewal contains an element of well-grounded fear that this interest will be

hurt. The beneficiaries of urban renewal have been middle class or upper class families who have moved into areas cleared of "slums." Community fears of the duplication of this result in Morningside have, in part, spurred community action.

The community's second fear—and here fear is combined with anger—is of the activities of the University. Both its expansion and its efforts to expel parts of the population have constituted threats to their homes.

The University's power to buy buildings and evict tenants, which it has exercised several times in recent years, has made it a particularly tangible danger. The University's underlying theme of transformation of the "heights" into a solely middle class area makes all of Columbia's actions suspect.

The city: In relation to Morningside, the city's role has not been perfect. The General Neighborhood Renewal Plan's (GNRP) main flaw is that it plans on relocation of large numbers of low income families without planning for construction of sufficient low rental housing for them to move to. While in part this may be traced to the institution's desire for a middle class neighborhood, the bias towards middle income housing should be seen as a pervasive one in urban (See CITY, Page 7)

David Whitcomb and Eric Foner-GF, members of the President's Advisory Committee on Student Life, wrote a working paper on student self-government for CUSC, from which these excerpts are taken.

The legal and educational doctrine of "in loco parentis" is of fundamental importance to any discussion of student self-government.

In a carefully researched Yale Law Journal article it was concluded: "That a student's constitutional rights are any limitation on his private college has not been established by any modern holding."

Some recent court rulings have held that the actions of state colleges are subject to constitutional limitations in the area of racial discrimination and due process in expulsion hearings; but the legal reasoning is not consistent from case to case and even from trial court to appeals court in the same case. No clear body of law limits the "in loco parentis" doctrine.

College charters, granted by the state, further confirm the right of administrators to deny students the right of self-government, individually or collectively. The Columbia Charter of 1810 (still in force) states:

II. And be it further enacted, That the said trustees, and

their successors, shall forever, hereafter have full power and authority to direct and prescribe the course of study, and the discipline to be observed in said college.

And in the Statutes, as amended:

352. DISCIPLINE: The continuance of each student upon the rolls of the University, the receipt by him of academic credits, his credits, his graduation, and the conferring of any degree . . . shall be subject to the disciplinary powers of the University which shall be free to cancel his registration at any time on grounds it deems advisable.

The doctrine in action at Columbia and Barnard:

Legal powers, even if not exercised, are not to be dismissed as irrelevant. However actual practice today would seem to be more important.

First, which rules and policies are paternalistic and which are not? Certainly, reasonable academic discipline isn't paternalistic, nor is the provision of services such as health protection or counseling or dormitories. Second, Columbia is rarely repressive or overtly paternalistic in such areas as the student press, speakers, student organizations, demonstrations.

One area where the doctrine

of "in loco parentis" still rears its ugly head is in parietal rules. "Columbia still puts itself in the same class as denominational colleges in Alabama in the area of parietal rules—all in the name of supervising a student's morality (or at least promoting ingenuity, agility, and despatch in his "immorality")."

In loco parentis as a condition of mind:

The United States Student Association, in its Basic Policy Declaration XIV has stated:

... Insofar as "in loco parentis" doctrine removes responsibility for personal decision-making from the individual student, it distorts and weakens a significant phase of the educational process. The unexamined acceptance of authority which is often appropriate to the child-parent relationship must be replaced in the universities by the encouragement of a critical and dialectical relationship between the student and his community. The range of inquiry within or beyond the classroom must not be restricted out of paternal considerations but must be opened out of educational ones.

To the extent that this "in loco parentis" attitude has philosophical roots, it may come from an answer to the question, "What is a student?" An administrator might well give no other answer than that a student is one who is studying to become something. That belief is in the genre of "in loco parentis." It makes the student a pre-person who does not have a role which is justified for its own sake, but only a pre-role.

Committee on Student Life:

The President's Advisory Committee on Student Life was created, most immediately, as a response to the disturbances of May 7, 1965. It also reflected a growing concern on the part of the Columbia administration with a new awareness of student rights which was being manifested at many campuses throughout the country.

The subcommittee on due process of the Committee on Student Life proposed, in a working paper, the establishment of an all-University judicial body. This would review cases from any of the schools, in which a student claimed his procedural rights had been violated.

The committee also proposed a list of safeguards, including the right of the student to have access to all relevant information, the right to bring an advisor of his choice, and the right to decline to testify against him (See RIGHTS, p. 7)

Keep Students Solvent

CUSC Recommends That Students Participate In Significant Areas Of University Finance

This analysis of university finances and the student interest is taken from a study made for CUSC by Krishan Saini GF, member, President's Advisory Committee on the University Bookstore.

Certain items of University income and expenditure are likely to affect the student's welfare and performance, either through pressures on the student, or through pressures on the student's family. These lie in the area of discussion in which students should be given some voice.

Under income, it is clear that students have legitimate cause for interest in 1) tuition and other fees 2) government research contracts and grants 3) income from bookstores, dormitories, cafeterias, etc., 4) income from athletic events.

By the same token, it is clear that students can do little to alter or influence the income from 1) endowment and investment, 2) gifts.

Tuition and income from bookstore, dormitories and cafeterias are matters of direct concern to the student body. Since financial pressures can and do affect academic performance, it is imperative that students have some recourse to mitigate increases in these items. Whether relief is provided through increases in financial aid by the University or by acquiring funds from other areas is of minor

importance.

Income from government contracts and grants and from athletic activities are of concern to the student for different reasons. The changing relative importance of these items can indicate the drift of a school and can point to a likely source of influence on the future educational and research functions of a university.

Students can be guardians of the educational and intellectual traditions of the University, and must insure that through default, a university does not lose control over its own affairs. Unusual university research contracts which compromise the integrity of a university are also of direct interest to students.

Under expenditure, students can claim legitimate interest in 1) Student aid, 2) Libraries, 3) Costs with regard to bookstores, cafeteria.

Student aid should be directly related to tuition income and must be made to vary with it. That is, with increasing tuition costs, a university must increase its student aid funds.

In many cases, students can and do participate in certain of the decisions affecting the operation of libraries. At Barnard, for example, a poll of student opinion in the spring of 1966 led to an increase in library hours. Students should be allowed to continue to participate in the decision-making process in this area, and, by implication, in the size of this expenditure.

Since costs relating to the operation of bookstores, cafeterias and dormitories bear upon the financial burden which the student must meet, the following two principles must be watched for close adherence. First, the services provided in these areas must be reasonably good and must be priced slightly in the student's favor in comparison with comparable services offered by private businesses in the university neighborhood.

Second, there is no reason why such services should be making a large profit, if, indeed, they are making a profit at all. If these services do not offer some advantage to the student over and above services offered by neighborhood merchants, then the reason for the existence of these university operations ceases to exist.

These are the obvious areas in which it would be difficult to deny legitimate student interest. With the increasing complexity in University affairs, it is becoming even more urgent that the affairs of a University be run on a partnership among the administration, faculty and student body rather than being a private area of control by the administrative arm of the University alone.

Students and faculty are also important in the consideration of the financial planning of a University and ought to be encouraged to participate in the shaping of relevant items in the University budget.

Student Rights

(Continued from Page 1)

In the afternoon workshops, students, faculty, administration, and "resource" personnel debated Student Self-Government, University Reform, The University and the Community, University Finances and Student Interest, and Problems of Social Atmosphere.

The conference was arranged by Faye Silverman, 64, former vice-president of CUSC.

Student Evaluation In Tenure Decisions?

The following proposals for curriculum reform, prepared by Ruth Meyerowitz '66, were considered by the CUSC committee on academic affairs last Saturday.

This paper is based on three assumptions:

1. That students are interested in obtaining the best education possible and that they have valid suggestions, based on direct experience, about improvements needed in the present system of education.
2. That the purpose of education is two-fold: to give the student a broad over-view of scholarship with some introduction to a particular field, and, more importantly, to excite a love for books and learning.
3. That students have high standards for teaching and scholarship and that all students, not just graduate students or those receiving departmental honors, should be given the opportunity to express their opinions about curriculum and student-faculty relations.

Tenure:

Since different teaching methods achieve quite varied results among different types of students, I think all students should be allowed to express their opinion on a professor's teaching ability.

The discussion of ways of effecting student participation in tenure decisions at Columbia is based on the assumption that student standards for scholarship and teaching are as stringent as those of the faculty with the exception that students may tend to emphasize the quality of a professor's teaching more than the quantity of publications.

This difference in emphasis is really minimal. As Professor Lionel Trilling has pointed out, publication and writing and articulateness in the classroom are closely correlated.

Once degree requirements are completed, the most important factor in choosing courses becomes the reputation of the professor. Students are interested in professors who have an interesting way of looking at their material. They also tend to favor good lecturers.

The next most important criterion is the subject matter of the course, and thirdly, the degree of interest aroused by the reading list.

I think the faculty does not really understand how students select their courses. If a survey were taken, the results would probably reveal that students choose as their teachers those with the best reputations and that many deliberately choose a difficult professor because the experience will be more rewarding.

Given these facts, how could student participation in tenure decisions be effected at Columbia? I think the use of a "recomen-

ation" for the faculty member, following the form of the graduate school recommendation, would be the most effective way of eliciting student opinion on proposed tenure appointments. The recommendation would be in the form of a letter evaluating the professor's ability to communicate with his students as both a teacher and a scholar. At the close of the recommendation, the student would state his major, grade-point average, the grades received in any courses taken with the professor, and the number of points taken in the discipline to which the professor is to be appointed.

This method also has the advantage of enabling non-majors to evaluate a Professor's teaching ability and might, perhaps, be used as a guide by department chairmen in assigning courses. Thus, for example, a particular professor whose style might appear superficial and glib to a graduating major might be particularly effective in teaching freshmen and sophomores and non-majors. Such a professor could thus also be granted tenure.

Criticism of Departmental Policies:
More formal mechanisms need to be developed whereby students can suggest new courses to faculty members as their needs and interests change.

Student changes of interest reflect changes in the problems confronting society. They should be satisfied as soon as possible, providing there is a faculty member willing to teach the course.

Students have also become increasingly interested in interdepartmental courses and majors. Student interest in these areas, such as comparative literature and African studies, should continue to be evaluated and new courses developed.

Within departments, some formal mechanism should provide for student consultation on projected requirement and course revisions.

Another means of increasing student-faculty communication is a course evaluation program which could be conducted on two levels:

1. **Course evaluation sheets** — These will enable individual professors to evaluate the effectiveness of their teaching. At present such sheets are available to professors through the Columbia University Student Council Office.
2. **Course evaluation booklets** — The booklets will enable students to choose their courses more selectively. The booklets might also put pressure on faculty members to reconsider their teaching methods if large numbers of students find their classes unsatisfactory.

If some of these suggestions and alternative methods for increasing student participation were discussed, faculty and administration would become more responsive to student needs and interests.

Expanding Univ. Confronts City

(Continued from Page 6)

renewal planning throughout the city.

The other criticism of the city is that its early renewal planning fit overly well with the desires of the university. That this was the case is not surprising since the institutions were early proponents and sponsors of renewal for the area, at a time when the community was fairly disorganized. More recent city actions have reflected the community's growing ability to press for its interests.

The need for expansion felt by the University and the other institutions is a legitimate interest. It is not legitimate for this to be carried out so as to create great harm for many residents. A resident's desire for good, low-rental homes is a legitimate interest, and this need not result in the stifling of the University. The University's apparent desire to make over Morningside in its own image is not a legitimate interest.

The city must find the funds and the imagination to build new housing in sufficient quantity, at low rentals, and of a quality that will improve the lives of the people who move into it. The University's job is to have the patience and the decency to hold back its expansion until adequate provision has been made, through community planning, for new homes for those families that must be relocated.

To achieve these goals: The city must be convinced — by a powerful, educated and organized community — to fulfill its responsibilities. The University must be convinced — by the city, the community and by individuals within the University — that its enlightened interest is consistent with socially progressive expansion policies.

It is in this context that the role of the student can be found. Students can go out into the community and help the community organize itself. They can also try to act within the University, to lead the University to an enlightened view of its interests and responsibilities.

Letters

Students, members of the faculty and administration, and others not in the University may submit letters to the BULLETIN, Room 1, the Annex, Barnard Hall.

Letters must be signed for identification purposes only. Names will be withheld from printing upon request.

BULLETIN reserves the right to cut or edit a letter in the interest of space.

BULLETIN also welcomes contributions to the open Forum column. Articles should be triple spaced and submitted a week in advance of the requested date of publication.

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Judicial Body Suggested To Insure Student Rights

(Continued from Page 6)

self. The judiciary would include students among its membership.

It was hoped that such a system would produce a uniformity of judicial practice within the schools of the University, and set a standard of fair procedure applicable to all Columbia students.

Another important issue dealt with by the Committee, and one which involved directly the concept of "in loco parentis," was the extent to which the University should be concerned with the off-campus activities of its students. The Committee suggested that students should not be penalized for actions outside the University "except if his ability to attend the University is impaired," or if the educational function of the University or the welfare of any student are placed in danger.

Clearly, this still leaves the administration a wide range of discretion — a fact which points up again the need for some kind of all-University judicial body, including students as members, which could interpret University rules and regulations, and prevent arbitrary disciplinary action.

The other areas of discussion

of the Committee illustrate similar points. Curriculum and tenure decisions are today taken without much consultation with students, who are the people most affected by these decisions. Fees are changed, academic dates set, and regulations altered, without consultation, or even the admission that consultation might be desirable.

Fundamental decisions, like the decision to expand the College, and to extend the University further into the community, are taken without having students involved in the least. It is not contended here that students should have the controlling voice in such discussions, but at least a student representative should be listened to and taken account of.

The doctrine of "in loco parentis," which dates back to the days when most college students were considered wards of the college, still permeates the American university, and until it is replaced by a more modern concept of partnership between students, faculty and administration, the student will continue to be the most important, yet least powerful, member of the university community.

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Music by the Chapel Choir

8:30 a.m. and 12:15 p.m. Holy Communion

9:30 a.m. Lutheran Communion Service

THE PUBLIC IS WELCOME AT ALL SERVICES

Another Two Weeks: Last Week's Events; This Week's Eventualities

Today at 4 p.m. Representative Charles Weltner (D-Ga.) will speak at the Columbia Law School Forum. Non-members of the Forum may attend the talk in Rooms A and B, Law School; the charge is 50 cents.

Thursday Noon

Professor Marshall Shatz will discuss his experiences in the Soviet Union at today's Thursday Noon meeting in the College Parlor.

Two-fers-Discounts

Two-fers good through November 13 for Arthur Miller's "A View From the Bridge" are available in College Activities Office. Two-fers are also available for "The Impossible Years" (good through December 2) and for "The Pocket Watch."

Rugoff movie discount tickets, good all year, may also be obtained in the office. In addition, CAO offers tickets for the Town Hall concert Nov. 11, tomorrow, with pianist Lester Taylor, for 50 cents.

Also in CAO are tickets for the

JAM TODAY

(Continued from Page 4) the second week in October, as master list was posted showing each pigeonhole's occupants.

It is now mid-November, and every day the women in College Activities Office alphabetize mail and stuff it in mailboxes, stopping after every four names to go to a new mailbox. It must be a frustrating chore: not entirely mindless as straight alphabetizing, because you have to pause and move to another pigeonhole.

These women have other more important things to do. They shouldn't have to worry that student mail is rotting in the mailboxes. But they do. Why aren't students picking up their mail? Who wants to pull down stuff which is always for three other people? And who can remember the number anyway? And why should I throw away the advertising flyer? There's three other girls. Let them throw it away. And should I leave "Meet me on Jake" junk in these pigeonholes, or should I post it on the pillar? And who looks anyway?

For God's sake, until something permanent rises out of the Hole, let's go back to a straight alphabetical-cellophane system, and hire a girl or two or three to sit there, collect mail, alphabetize it, and hand it out when you ask for it. Flyers could be put in a bin marked "Help yourself." Barnard Hall would be neater. Everyone would be happier.



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Festival Orchestra Series, priced at \$1.50 each: on Dec. 21, Handel's "Messiah," at Carnegie Hall; and at Philharmonic Hall, on Dec. 21, Bach, Nabokov, Honneger; on Feb. 24, the Brandenburg Concerti, and on March 24, Bach's "St. Matthew's Passion" (\$2.50).

Space Colloquium

Dr. W. W. Kellogg, of the National Center for Atmospheric Research at Boulder, Colorado, will speak at next week's Space colloquium on "Meteorology of the Upper Atmosphere."

Dr. Kellogg's talk will take place at 4 p.m., Thursday, November 17, in the Third Floor Conference Room, 2880 Broadway (at 112th St.).

TC Concerts

The Music Department of Teachers College will present the first in its series of fall concerts next Wednesday, November 16, at 8:30 p.m. in the Horace Mann Auditorium, 120th St. and Broadway.

The program will feature members of the Teachers College Faculty performing works by Bach, Beethoven, and Brahms.

Foreign Student

Although little-publicized, there is a full program of activities for foreign students. The Office of Foreign Students in Earl Hall sponsors a program of Fridays at Home, meetings which take place at private apartments and at which subjects of current concern are discussed informally.

Students interested in attending these At Homes should contact the Office of Residence and College Activities or Miss Janice Bronson, in Earl Hall, UN 5-4000, ext. 2872.

Every Monday from 12-1, the Foreign Student Center at Columbia serves a meal for \$.75. Membership in the CU Foreign Students Club is encouraged, but not mandatory. In addition, free tea is served for Foreign Students from 3 to 4:30 p.m. each day at Earl Hall.

On Saturday nights, from 8 until midnight, there is a social evening, with light refreshments. This Saturday, there is no admission charge; however, for special occasions, such as next week, Nov. 12, when there is a band, the charge is 50 cents for members of the Morningside International Students Association and

\$1 for non-members.

Barnard girls interested in joining the Foreign Student Association at Columbia should get in contact with Mr. John Carter at UN 5-4000, ext. 759. Those foreign students interested in being hosts for the dances and social evenings at Earl Hall should contact Miss Bronson, at Earl Hall.

Future concerts in the series will be given on Wednesday, Nov. 23, at noon; Friday, December 2, at 8:30 p.m.; Monday, December 5, at 8:30 p.m., and Tuesday, December 20, at noon. The events are free and open to everyone.

Yevtushenko

Yevgeny Yevtushenko reads from his poetry in Russian this Saturday, November 12, at the 92nd St. YM-YWHA, 92nd St. and Lexington Ave. Admission for the readings, which begin at 8:30 p.m., is \$2.50. Reservations may be made by calling the Poetry Center, FI 8-1500.

Urban Families

Professor Mira Komarovsky, Chairman of the Sociology Department at Barnard, will address the Jewish Graduate Society to-



Mira Komarovsky

night at 8:15 p.m. on "Some Problems in Urban Family Life - A Research Report." The lecture, which will be held in the Dodge and Schiff Rooms, Earl Hall, is open to all.

Earl Hall

The Rev. Edward H. Flannery speaks on "The Future of Jewish-Christian Relations," sponsored by the Catholic Office, tomorrow,

Friday, at 8:30 p.m. in the Dodge Room, Earl Hall. The talk will be followed by refreshments.

Fun City: Music

Midterm break? Tonight, the Chicago Symphony Orchestra plays at Carnegie Hall at 8:30. The Swingle Singers perform at Town Hall, also at 8:30.

Tomorrow, Friday, November 11, the Juilliard Theatre Orchestra will give a performance at the Juilliard School, 122nd St. and Broadway. And on Saturday night, Nov. 12, the Brooklyn Opera presents "Carmen" at Brooklyn Academy. At Brooklyn College, there's "Music of the 20th Century," and the Musica Aeterna Orchestra will play at Rogers Auditorium. All concerts at 8:30 p.m.

This Sunday afternoon, at 3 p.m., there will be a Chopin festival with Jeanne-Marie Darrie, at Philharmonic Hall. That evening at Philharmonic there will be a performance of Handel's Concerti Grossi (8 p.m.). And at 4 p.m. Sunday, at St. George's Episcopal Church 207 East 16th St., there will be presented the Mozart Requiem.

Bonaparte Loot

Cecil Gould will lecture on "The Art Loot of Napoleon" this Sunday at 3 p.m. in the Metropolitan Museum of Art. The talk, to be given in the Grace Rainey Rogers Auditorium, is free.

"Flemish Painting" is the subject of a Gallery Talk to be given at the Museum next Monday, Nov. 14, at 11 a.m. by Margaret V. Hartt (also without charge). The lecture will be repeated on Tuesday, November 15, at 2:30 p.m.

"All the King's Men"

The Equity Theatre will present free performances of Robert Penn Warren's play "All the King's Men" at the Master The-

atre, 103rd St. and Riverside Drive, Nov. 11-20.

The performances are held Wednesday through Saturday evenings at 8:30 p.m., Sunday afternoons at 2:30 p.m. and Tuesday evening at 6 p.m.

Examining an American dictator, the play is Warren's adaptation of his Pulitzer prize-winning novel.

Mountaineering Club

"West Face of Sentinel Peak," said to be "the most spectacular and beautiful mountaineering film ever made," will be shown tomorrow night at 8 p.m. by the Columbia Mountaineering Club, in Room C of the Law School, on the ground floor.

In addition, Roy Robbins, one of the world's foremost mountain climbers, will speak. Slides of El Capitan Yosemite, the hardest technical climb ever done, will be shown.

Admission is \$1.00, \$.75 with student ID.

Basketball

The Barnard gym will be open on Saturday from 12:30-1:30 p.m. for basketball sponsored by the R.A.A. A sign-up sheet is posted on Jake for all who wish to attend.

M.A.T. Representatives

Three representatives of schools offering Master of Arts in teaching degrees will be at Barnard on Monday, Nov. 14 to speak with prospective candidates.

The representatives are: J. B. Olson from the University of Chicago; Richard Clark from Stanford University and T. R. McDaniel from Johns Hopkins University.

Any student interested in speaking to these men should sign up for an appointment in 313 Barnard Hall.

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