



SDS Pickets But 15 Split, Stage Sit-in

Fifteen members of SDS held a sit-in in front of the CIA recruiting office in Dodge Hall yesterday. SDS voted not to participate as a group in the sit-in at this time. It expressed its "sympathy with the impulse but disagreed with the tactics of this splinter group." Other SDS members set up a picket line outside of Dodge Hall to express their dissatisfaction with the presence of the CIA on campus.

The splinter group was told by Dean Alexander and Dean Koff that their future standing at the University will be jeopardized because university regulations were broken. The students refused to show their I.D. cards to members of the administration. They obstructed the activities of both the Placement Office and the CIA recruiting office.

Seven students had signed up to see the CIA recruiter yesterday. Only two actually had an interview before the sit-in blockaded the door and prevented the CIA from leaving and students from entering the office.

SDS focuses its argument on a statement made by President Kirk on November 21. In response to an SDS demand that the CIA not recruit on campus, President Kirk told 500 students that the administration is "value free" and is thus unable to say who can and who cannot recruit on campus. SDS claims that in collaborating with the government and its war, by allowing the CIA to recruit on campus, the Columbia Administration is acting in the "national interest" and is thus not value-free.

'Responsible and Responsive' UA Proposed By Gertner in State of College Address

The dialogue on the role of student government was continued today by Nancy Gertner, President of Undergrad, at the bi-annual Convocation Assembly in Barnard Hall.

Miss Gertner evaluated the recent accomplishments of Undergrad and suggested proposals for a more relevant, "issue-oriented" student government. She spoke of a "new way of looking at student government"; a body which can be more "professional in approach."

She maintains that "structure" is not enough. "Student bureaucracy is not what we wish to create." Rather, "we must aim for a student government which is both responsible and responsive."

Miss Gertner stated that a change in the procedures of student government is needed if student participation is to be more relevant to college decision making. When student government consists of a nonrepresentative elite it thereby loses all rationale for its existence. She conceives of a future representative government as an "issue oriented government." Such a government is concerned only with those things for which there is substantial student interest.

"Suggestions for future issues include tenure and curriculum reform. A more regular contact between majors and their departments is needed so that student suggestions can be heard. A student role must also be relevant in planning for Barnard's future."

In addition to elaborating upon a new concept of student government, Miss Gertner enumerated the recent successes of undergraduate association. Among other things, a poverty conference with Michael Harrington as the key-

note speaker was held in November; \$3,000 was allocated to Citizenship Council, an organization in which upwards of 40% of all Barnard students participate; a special events committee of representative assembly was set up for the purpose of inviting speakers and conducting all future conferences; and contacts were established with the Barnard trustees at receptions held last semester. Also, undergrad is in the process of formulating proposals on student role in tenure to be submitted to the faculty; the housing registry established under the present administration plans to appoint permanent staff members; and closed contacts between the Barnard government

and the Citizenship Council Advisory Services are being established.

Miss Gertner exclaimed that "more important than specific accomplishments is the fact that we have begun a spirit of evaluation of student government." "We have not been content that student government exists at Barnard or that the mechanisms for dialogue have been established." She feels that we must ask why the structures have been set up and what rights and responsibilities they entail.

She said that too often students allege that lack of understanding causes them to be excluded from the decision making process. However, student government

"must be approached as co-curricular, not extra-curricular; it must not lie outside of education but must be an integral part of it." "In this way," said Miss Gertner, "the barriers to communication can be removed."

In an interview, Miss Gertner said in relation to "issue oriented government" that Rep Assembly committee membership should be opened up to the school at large. Open panels and forums centered around particular issues might be held with student and faculty participation. Additionally, staff help is needed for committees so that they might research reports on college activities. "Committees must be responsive," she said. "If a committee cannot be sustained by popular support at Barnard then it has no right to exist."

Elaborating upon the difficulties of the present student administration, Miss Gertner commented recently that Rep Assembly met much more than is required by the Undergrad constitution. She feels, however, that most work should be carried on by individual ad hoc committees. Such individual activity was difficult this year because hours were taken up by larger issues. Frequent assembly meetings had to be held largely because of "prolonged negotiations about an allocation for Columbia's Citizenship Council," Miss Gertner explained. Rep Assembly was also compelled to meet frequently for purposes of allocating funds for the large number of clubs which were chartered this year.

In addition to Miss Gertner, the assembly program featured Miss Barbara Schmitter, Dean of Studies who discussed freshmen honors; Dean Henry Boorse who discussed future plans of the college, and President Rosemary Park.

Editorial

Abolition of Undergrad?

Banality in a student government is no anomaly. But when irrelevance becomes the norm, when picaresque babblings pass for legislative sessions, when inefficiency reaches the point of impotence, when an effete bureaucracy cannot seek out its own heirs—the time has come to ask, what is to be done?

Curiously enough, Undergrad's own constitution provides that every four years the president initiate a constitutional review; and it is now precisely four years since the body of the present constitution was adopted in 1963 amidst considerable turmoil.

When the new officers are elected this month, they will find that it is not difficult to state the case against Undergrad; Rep Assembly's record for this semester alone (see page 4) provides embarrassingly ample documentation. But because iconoclasm tends to lead to nihilism, and advocacy of abolition of existing structures tends to be misinterpreted as a call for anarchy, it is essential that a critique of Undergrad include positive proposals for reorganization.

The two basic charges against Undergrad — irrelevance (See EDITORIAL, Page 4)

College Editors Challenge Politicians

By ARLENE VAN BREEMS

College editors joined together this past weekend and challenged the inevitability of history. Headlines flashed across the country as students clashed with noted political figures at the College Editors' Conference sponsored by the U.S. Student Press Association, February 3-5.

The New York Times and the Washington Post found a front page story in an answer Walter Rostow, presidential aide, gave to an angry college student who asked why the administration passed by an opportunity to negotiate in December, 1966. Mr. Rostow answered that Hanoi had not made "a serious offer" to start negotiations but that peace talks are at "an extremely interesting and delicate phase."

The students waited for something more to be said. Already they booed the Presidential Assistant when he preached "there's another part of your generation that is in Vietnam." De-escalation of the war was favored and the Johnson Administration was scorned by a five hundred to five show of hands. In the words of Mr. Richard Goodwin who debated with Rostow, the adminis-

Collegians Deny Labels, Assert Differences

WHITE HOUSE AIDE CONFIRMS MOVES FOR PEACE TALKS

Student Leaders of Varied Views Unite in Urging an End to Draft

STUDENT LEADERS OF VARIOUS POLITICAL ASK END OF DRAFT

Generation Gap Topic At Conference Here

The New York Times.

The Washington Post

tration should follow "the gallup rather than the gallow's" in determining foreign policy.

Paul Potter, president of SDS in 1964 and 1965, attempted to define the characteristics of our generation: The students currently in universities are part of the post-war, post-depression generation who have grown up in affluence taking for granted much of what the past generation strived to attain. We are not tied so closely to the status-myth or the myth of inevitability. Our status system is the educational system which prepares us for the "technocratic totalitarianism" ahead.

Minnesota's senator Walter F. Mondale responsible for the amendment regarding safety de-

vices for autos told the student audience that we must beware of a dehumanization of life; that our help and creativity is urgently needed in Washington.

Walter Lippmann, noted political columnist, reiterated the technological explosion which we face saying we have a better excuse for being puzzled and bewildered since the rate of change is much faster than before. He said "you will have to educate yourselves in the complexities of the modern age and seize upon the wisdom as to what makes life interesting and valuable."

Sol Linowitz, Ambassador to the Organization of American States and previous chairman of the board of Xerox Corporation informed his audience that though needs have been over-realized by business, there have also been innovations of great benefit to mankind.

Robert Lekachman, chairman of the Department of Economics at the State University of New York at Stony Brook and once chairman of the Barnard Economics Department, emphasized that our generation must find a set of objectives to accompany powerful techniques.

Rusk Defends U.S. Position To Students

By GLORIA LEITNER

(Note: Mr. Rusk's remarks were off the record, but his comments have been paraphrased as accurately as possible.)

In a private discussion with 43 college and university campus leaders last week, Secretary of State Dean Rusk clarified the Administration position on peace talks: everything is negotiable except the outcome of negotiations.

Mr. Rusk indicated that the United States sincerely wants peace. But peace can only be procured by a return to the status quo ante of 1960 — before Hanoi (through the National Liberation Front) allegedly began a war of aggression against her southern neighbor, according to Mr. Rusk.

Thus the goal of the U.S. seemed to the student leaders to remain the same at the conference table as on the battlefield — complete capitulation of the other (See RUSK, Page 2)

Rusk Believes Hanoi Must Capitulate in Any Negotiations

(Continued from Page 1)

side. On the basis of Mr. Rusk's analysis of our "middle course" policy in Vietnam, the students were compelled to report in a press statement that the Rusk interview had only "confirmed our misgivings which we stated originally, and generated many others." They stressed that "our confidence and support [of the Administration] has been seriously eroded."

This expression of unanimous and intense dissatisfaction with American actions in Vietnam was extraordinary for a group which had flown to Washington on January 31 at the invitation of the Secretary of State in order to "seek candid discussion of viable alternatives" in a spirit of "mutual searching."

The 43 student body presidents and newspaper editors spoke with Mr. Rusk on behalf of student leaders from over 200 institutions across the country. They had signed the recently publicized letter to President Johnson expressing doubt and confusion over our policy in Southeast Asia. The students reflected, if not represented, the mood of over one million students from small religious institutions such as St. Olaf's College, to large state schools such as the University of Minnesota, to private universities such as Yale, Gloria Leitner '67 and David Langsam '67C, representing Barnard and Columbia respectively, attended the meeting.

In a second letter to President Johnson, the students will warn that "any long-range widening of the war risks domestic responses that could embarrass the government" — responses such as "widening non-cooperation at home." They felt that the sincerity of the U.S. in seeking a political rather than a military solution can be demonstrated only if the U.S. takes "tangible and unequivocal" steps toward a negotiated settlement.

U.S. Concessions

Mr. Rusk conveyed the impression, however, that the U.S. seeks nothing less than complete surrender by the North Vietnamese and NLF guerrilla forces. He continually asked what concessions the students thought Hanoi should express her willingness to make, before the initiation of negotiations; the students continually pressed Mr. Rusk for a specification of what concessions the U.S. would be willing to make in the course of negotiations.

Dean Rusk explained that our objective is to reestablish an independent South Vietnam by preventing North Vietnam from seizing the south by force. Negotiations do not always produce concessions in relation to the status

quo ante, he remarked.

Mr. Rusk reiterated that the U.S. is not asking anything from Hanoi — not an acre, a man or a change in their regime. The present crisis arose, he said, when North Vietnamese forces coming across the 17th parallel left but two alternatives: either to get out of the way, or shoot them. According to Mr. Rusk, it is of paramount importance to organize a durable peace, to try to stabilize the Pacific in the same way that the Atlantic was stabilized during and after World War II. Therefore, he reasoned, U.S. policy clearly demands that Hanoi be persuaded that it cannot commit aggression without retaliation.

Hitler Analogy

When David Harris of Stanford University objected that Mr. Rusk's analogy to Hitler's aggression in Europe did not hold because Hanoi is not expansionist, the Secretary of State replied that Hanoi is already training guerrilla forces in Laos and Thailand. Mr. Harris asked whether it was not true that the U.S. was also training Thai forces; Mr. Rusk asserted that there was a great deal of difference between the two, but did not elaborate on the nature of the distinction.

Throughout the discussion, Mr. Rusk identified the enemy as Hanoi, relegating to the NLF a subsidiary role in the conflict. He admitted that there is an important civil war component involved, but that the threat that the U.S. and Saigon are countering is the threat of North Vietnamese aggression. He revealed that the State Department is aware of the direct political and military leadership that Hanoi has been supplying to the NLF, and the kinds of supplies Peking has been providing. Mr. Rusk also pointed out that some 40,000 peasants work on the railroad lines running through China to North Vietnam.

In response to Mr. Rusk's contention that only Hanoi could stop the shooting in South Vietnam, James Graham of Michigan State University asked whether it is possible to end the war without militarily defeating Hanoi; Dean Rusk explained that in the case of Laos, for example, the U.S. found that negotiations are not necessarily the way toward a peaceful settlement; North Vietnam still uses Laos as an infiltration route. He indicated that the U.S. must succeed in demonstrating to Hanoi that it cannot commit aggression, but he did not specify what would constitute an adequate demonstration.

The Bombing

The bombing of North Vietnam is intended to serve as an incentive to Hanoi to come to the conference table, Mr. Rusk said. He

implied that Hanoi would be expected to renounce her "aggressive" policy in the course of such negotiations — in effect, surrender. Should the bombing fail to bring about the desired results, Mr. Rusk said that someone is going to get hurt.

The Secretary of State stressed that the U.S. has no desire to send ground forces into the North. As to whether the bombing would be further escalated, Mr. Rusk said only that he could not anticipate the president's decisions. He noted that there remained a few targets in the North that had not been bombed, mainly because of the danger to civilians. The U.S. has exercised considerable restraint thus far, Mr. Rusk asserted; it does not like to make little wars into big wars.

Pulverization?

Peter Johnson, of Union Theological Seminary, said that in light of the failure of the bombing tactic so far, it seems as if nothing will bring Hanoi to the negotiating table except pulverizing North Vietnam. Mr. Rusk made no reply, except to remark

later that the 1960 decision of North Vietnam to send forces into the south was a political decision; therefore, to seek withdrawal of these forces is not to seek a military solution, but a political one.

Robert Powell, of the University of North Carolina at Chapel Hill, told Mr. Rusk that his interpretation of a political settlement seemed to preclude any chance of Hanoi gaining something for herself through negotiations. Therefore, it was understandable why Hanoi has refused to negotiate. Several students supported Mr. Powell's contention that the U.S. must seek a negotiated peace, even at the expense of concessions to the other side. A Geneva-type truce with violations is better than an escalating war, they maintained.

Justifications

The three major justifications given by Mr. Rusk for the U.S. involvement in the war were the commitment to uphold the SEATO treaty, the security threat to the U.S., and America's obligation to respond to General Ky's

request for aid. Mr. Rusk claimed that aside from North Vietnam, North Korea and China, the nations of Asia supported U.S. activities in Vietnam fully. He estimated that in total 65-70 governments back U.S. policy, 20-25 oppose it, and 20-25 have expressed no strong opinion either way.

As for the basic security threat that the Vietnam conflict poses to the U.S., Mr. Rusk argued that we must prove to Moscow and Peking that our commitment in Asia is not a bluff. He likened the present test of U.S. credibility to the Cuban missile crisis.

The fact that the Ky regime is not representative of the Vietnamese people does not take away the legitimacy of Saigon's request that the U.S. continue to fight against enemy forces, Mr. Rusk felt. The Ky regime is transitional only, he added. When one student objected that he could not recall any head of a military junta relinquishing his power voluntarily, Mr. Rusk agreed that such an event would indeed be unusual but that the U.S. would have to give General Ky credit when it happens.

Transfer Compares 'Cliff to Heights'

By NAOMI SCHWARTZ

(Editor's Note: Miss Schwartz transferred to Radcliffe College after two years at Barnard.)

Although my reactions may not be typical of either Radcliffe or Barnard students, what has impressed me most is the absence of concern with grades at Radcliffe. The competitive spirit which I found pronounced at Barnard seems non-existent at Radcliffe.

The explanation seems to lie at least partly in the difference between the grading systems of the two schools. At Barnard grades are computed numerically, with an A equal to 4. The distinctions of Dean's List and degrees with honors depend on the attainment of certain averages, and the second place of a decimal point can be decisive in altering one's class rank.

At Radcliffe there is no such thing as class rank on the basis of numerically computed averages. Students are merely classified in to one of several groups at the end of each year; for example, group I consists of students who have no more than one 'B' among the eight grades recorded for the year's work. No one seems to care very much about which group she falls into. Everybody classified in groups I, II and III is elected to Dean's List. Graduation with honors in one's field is practically guaranteed if one chooses to do honors work. About 85% of Radcliffe's class of 1966 graduated with honors.

In short, it is my impression that the stress at Barnard, at least in the student's mind, is more on the quantitative aspect of grading than it is at Radcliffe.

Class Load

The load of class hours at Radcliffe is definitely lighter than at Barnard. I hasten to add that my impression may be unreliable with regard to the current situation at Barnard for two reasons: (1) I am comparing the 4-course system at Radcliffe with the 5-course system I knew at Barnard which has since given way to the 4-course system.

(2) Had I remained at Barnard I might have found the number of class hours of an upperclassman there just as few.

I have only eight hours a week



Naomi Schwartz

of class at Radcliffe, compared to fifteen for the past two years at Barnard. Also, at Radcliffe there is no physical education requirement; this further reduces the number of class hours.

With fewer class hours, there is naturally more time to study. I waste much less time at Radcliffe than I did at Barnard (which is not necessarily better). I also have time, however, to participate in an extracurricular project, sponsored by the Harvard equivalent of Citizenship Council. On the other hand, I had a part time job at Barnard and I have no outside employment in Cambridge.

Class Size

Another striking difference between the two schools is in class size. There are over 490 students in my Shakespeare course at Radcliffe; I doubt there were as many as 100 students in the very largest class I attended at Barnard. The smaller average class size is definitely an educational advantage which Barnard enjoys.

In contrast to the huge lecture courses, Radcliffe also offers a tutorial system, with a student-teacher ratio of 1:1 in most cases. One of my four courses this semester is a tutorial in which I meet once a week with a tutor.

As a result of the tutorial system, there is a greater emphasis on independent study at Radcliffe. As an English major, I can speak only of that department, where tutorial is a requirement both for concentration in the field and for honors work.

Honors work, which involves writing a senior thesis, also encourages independent study. Since a high percentage of students take the honors course, independ-

ent study is the rule rather than the exception.

Radcliffe is also flexible in its requirements for independent study. A biology major, for example, who is not attending Radcliffe this semester so that she can do independent research will receive credit for the fall term.

Coeducation

One of the prime arguments at Barnard against merger with Columbia is that boys would dominate the discussion in an integrated classroom. The counter-argument given at Barnard is that the unreality of the situation in which there were no men was too great a price to pay even for a lively discussion among girls.

Since no one speaks in large lecture classes at Radcliffe, coeducation is neither an asset nor a liability. Some of the lecture courses, however, do meet at least once a week in smaller sections. I am told that in these, the men do not dominate the discussion. In general, the argument against coeducation seems to have little merit.

Campus Life

There are many opportunities for social life at Radcliffe. The proximity of several men's colleges enlarges the already overwhelming ratio of men to women on the campus. Campus living is sufficiently informal so that dates can be arranged on short notice, although this is probably true of dorm life anywhere.

I live in an off-campus dormitory, an old frame house for eighteen girls. It is much quieter than a large dormitory; privacy is respected.

Social rules are much more lax than at Barnard, although they seem somewhat restrictive to me because previously I lived at home. Each dorm decides the hours during which men are allowed in the rooms. The maximum number of hours per week during which men may be entertained has just been raised from 25 to 36.

There is no real curfew at Radcliffe. Once a student has signed out (which she need not do unless she will be out after midnight), she need not sign in until 8:15 the next morning. Rules are even more flexible in off-campus houses.

Voluntary Service Favored

Student leaders from 18 groups met in Washington to discuss the draft and its alternatives February 3-5. The leaders, including Eugene Groves, president of the U.S. National Student Association, and Gregory Calvert, National Secretary for the Students for a Democratic Society, favored the creation of a voluntary national service including both men and women.

They found two major points of agreement:

- the draft should be eliminated
 - a voluntary national service should be established
- It is hoped that students at

campuses throughout the country will fill out a pledge expressing their willingness to serve in an area of service activity: the Armed Forces, Education, Health, Community Service, Conservation or other.

Spokesman for the group, Sherman J. Chickering, Publisher of Moderator Magazine said that "our generation, the generation directly affected by the draft, sees conscription as an affront to the dignity of individual choice, and to our willingness to serve. The draft must go. It can no longer stand in the path of a student's aspirations, nor degrade his patriotism."

Must February Be the Coldest Month? Committee's Working to Warmth It Up

By LOIS KAPLAN

The shelter of a well-heated classroom contrasted with 20-degree New York City weather indicates that warmth is no abstract idea. No less recognizable is the WARMTH advocated by the Social Atmosphere Committee, according to Ron Lane, '67C, Chairman of the Committee. The committee has acquired a warm office in the attic of the Journalism building which is now being painted and decorated by enthusiastic members.

The Social Atmosphere Committee is a fluid, non-hierarchical organization; all students who come to the committee with an idea may take charge of their project as a member of the Planning

Forum. Or else, a student may limit his participation to a particular activity. The Committee meets officially Monday nights at 7:30 but ideas will be considered at any time.

"Man can affect his social environment, he needn't accept it," says Mr. Lane. The Committee believes that there is a latent structure in the University community that can be brought out to fit the needs and desires of the students, if only the latter will define them.

Mr. Lane considers the needless separation of the University community a "social injustice." If someone wants a workshop, and there is an empty room; if someone wants to sell records and

someone wants to buy them; a mechanism, he says, should exist to bring them together.

The slogan of the Social Atmosphere Committee might very well be "bring together," the Chairman declared. For example, some students might have paintings lying around in their closets that they do not intend to use, while others want painting to brighten their rooms or some dreary lounge. The Committee automatically insures all donated or loaned paintings, which are distributed upon request.

Performers and audiences can also be brought together under a plan successfully demonstrated by the Committee-sponsored Jazz Concert, Sunday, January 8. Any performer who would like to be assured of a time, place and audience, may audition for the Social Atmosphere Committee and seek their sponsorship. The performer has the opportunity to perform before an audience fired with enthusiasm.

"Bringing together" is certainly no abstract consideration. There are numerous detailed proposals now being examined concerning campus cafes and lounges. The committee is also pressing for



Spreading paint — as well as warmth — a member brightens up one of the Committee's hideaways.

Youthful Repertory Company Employs Students as Actors

The Young People's Repertory Theatre, directed and organized by Therese Hayden, is a professional acting company of young people between the ages of fourteen and twenty-two. Members of the company gain experience in the professional theatre while studying. Half of its members attend college or high school, and both past and present Barnard students as well as one Columbia colleague are involved.

Of the students who auditioned last spring for the company, Annette Oliver '66, Penelope Parkhurst '68, Linda Rein '66, and Anthony Abesof '67C, were among the twenty-three selected. While auditioning they had to recite passages, improvise, and also undergo extensive interviewing.

They participated in a training session last summer and now appear in the company's productions.

The Theatre, started two years ago, was soon supported by contributions from members of the theatrical world such as Dame Judith Anderson and Fred and Adele Astaire. Members of the Repertory Theatre are judged by professional standards, which they must maintain since they are paid for their work.

Director Therese Hayden feels that young people have had enough experience to act out many of life's problems as capably as adults. In selecting plays, she emphasizes those that concern the problems of young people in their world.

an extension of Barnard dormitory switchboard hours.

No novel problem is the coordinating of dorm students' and commuters' activities. But the Social Atmosphere Committee has come up with some novel solutions; an exchange program, where a commuter and dorm student exchanges places for one week, is only one of the Committee's imaginative ideas. Establishing closer relations between students and faculty is also

being researched. A student-faculty committee has proposed that Faculty members open their homes to students.

To invest the soil of the Barnard Student Center with warmth, the Committee would (See WARMTH, Page 5)

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Deferred Exams

Dates of Examinations: March 1, 2 and 3, 1967.

Applications for Barnard and "V" courses must be filed by February 10. Schedule will be posted about February 21 and will appear in the BARNARD BULLETIN during the week of February 20.

Fee: \$5.00 for each examination payable at the time of application.

File applications with the Registrar immediately following an absence from the scheduled examination. March deferred examinations are open ONLY to students whose work is satisfactory and who were absent from the regular examinations for reasons of illness or extreme family emergency. Medical absences must be excused by Dr. Nelson.

All IBM course deferred examinations will be conducted by Columbia University, April 10-14.

Applications for Columbia College, General Studies, Graduate Facilities, "W," "E" and "A" course examinations must be filed with Mr. Genero, 208 Philosophy Hall, no later than March 1. There is a \$10.00 fee for each examination.

Applications for "V" course examinations must be filed with the Barnard Registrar no later than February 10. There is a \$5.00 fee for each examination, payable at the time the application is filed. The examinations will be scheduled by Columbia.

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Editorial

UA: A Critique

(Continued from Page 1)

and impotence — are directed more against the structural shortcomings of the present system than against the particular personalities in office. Indeed, at convocation today, the president of Undergrad will express her hope for a more significant role of student government in Barnard's policy-making, policy-changing and policy-enforcing activities. It should not be forgotten, however, that the responsibilities of the office cannot be separated from the responsibilities of the officer.

Student government's record is distinguished more by its outstanding omissions than for its specific accomplishments. Rep Assembly meetings consisted mainly of budgetary haggling and "progress" reports by the standing and ad hoc committees.

But for lack of personnel and lack of power over administrative decisions, the concrete effect of these efforts was negligible:

An alternative to the present system might consist of a tri-partite organization with legislative, executive and judicial branches.

The legislative organ would consist of at least five autonomous committees: Academic Reform, Housing, Coeducation, Community Affairs and Fiscal Policy. The chairman of each of these committees would be elected by the entire student body; the membership would be open to all interested participants.

The Academic Reform Committee would be divided into a number of subsidiary bodies to act on overall curriculum reform, prepare course evaluations, maintain an advisory role in tenure, evaluate the present system of examinations, and propose changes in the academic calendar, including the duration of the study period.

The Housing Committee would expand the Housing Registry, review the commuter/resident/non-resident classifications, evaluate existing housing facilities and play a role in determining the nature of future dormitory structures (including '620' and the Bryn Mawr).

The Coeducation Committee would begin an immediate and exhaustive analysis of the academic, fiscal and social relationships between Barnard and Columbia.

The Community Affairs Committee would be consulted by the college in its plans for expansion into Morningside Heights, and would send delegates to the Morningside Renewal Council.

The Fiscal Policy Committee would consist of the executive officers of the student body, including the President, Vice-President and Treasurer. This organ would approve the allocation of funds to committees and clubs, and be consulted by the administration when tuition and board hikes and other fiscal matters are being considered.

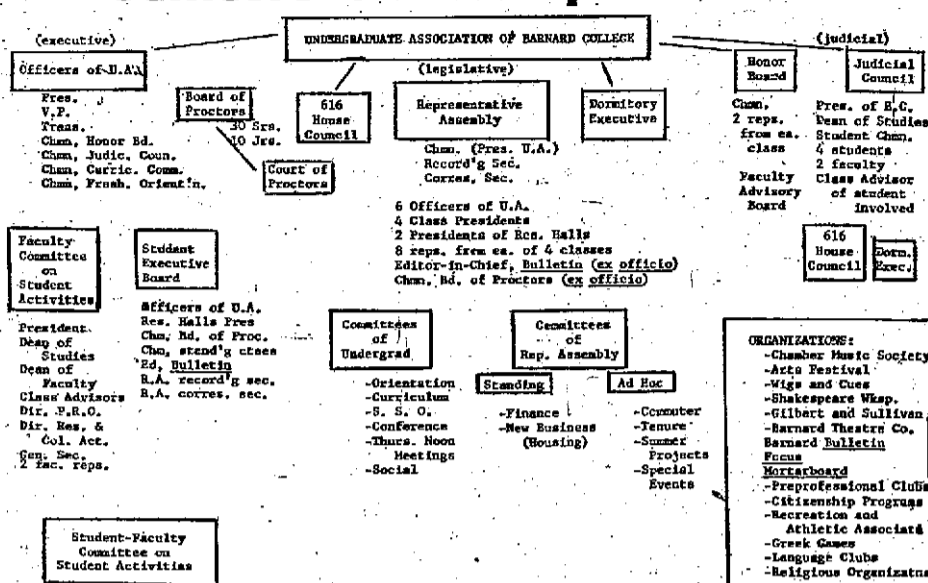
Each of the committees in the legislative branch would meet regularly with the corresponding faculty and administration committees, and have a proportionate vote on these committees.

The executive, in addition to its budgetary functions, would meet bi-monthly with the chairman of all the student committees to consider common problems and evaluate activities.

The judicial branch would consist of Honor Board, Judicial Council, Dorm Exec and the Board of Proctors.

These are merely the general outlines of a top-to-bottom restructuring of student government which is necessary if students wish to infuse potential and power to the present decaying system.

Rep Assembly's Record Reveals Semester's Accomplishments



1966-67 Undergrad: A Year-End Review

The Constitution of the Undergraduate Association provides that Representative Assembly has "legislative power on all non-academic questions affecting Barnard undergraduates." These broad policy-making powers are subject to the statutory authority of the Faculty Committee on Student Activities, which meets several times a year to consider Undergrad's proposals.

In addition to "making suggestions on academic matters," Rep Assembly recognizes and coordinates clubs and committees. Allocation of funds to organizations must receive the approval of Rep Assembly.

The record of Rep Assembly's bi-weekly meetings last semester reveals the kinds of issues considered and problems confronted by this legislative body. Excerpts from the minutes follow:

OCTOBER 11: The withdrawal of funds from the First National City Bank and the decision to place our money in the Chemical Bank necessitated the following motion: that we deposit the funds for our checking account with the Chemical Bank New York Trust Company . . . and that we authorize the use of facsimile signatures . . .

General progress (or lack of it) of the Commuter, Election, Finance, Housing, Poverty, Summer Projects and Tenure Committees was reported. Members of the Assembly were urged to participate in these committees and post the schedule of meetings.

Nancy suggested the establishment of a Speakers Committee which would incorporate the responsibilities of the Conference Committee and would also be responsible for arranging programs and contacting speakers on topics of interest to the entire student body. Discussion ensued, in which the problems of poor communication was stressed. A motion was made to table the discussion until the next meeting. The motion was passed unanimously.

OCTOBER 13: Nancy discussed the need for parallel structuring of committees so that students could work with faculty committees in formulating college plans in various areas . . .

In a talk with Miss Park last semester it was agreed that there was a necessity to make Greek Games more relevant . . .

A committee on Judicial Reform is to be formed in connection with coordination of Judicial Council and Honor Board activities. It was suggested that Rep Assembly attend a meeting and hearing of Honor Board to learn more about its actual working processes . . .

OCTOBER 20: The past committee chairman of Student Exchange . . . reported the dying progress of the committee and the complete lack of interest . . . Miss Crowell suggested that a Study Group be established in lieu of the committee . . . A suggestion was made to merge with Columbia's discussion group led by William Strickland. However, Barnard representatives once again asserted their independence and will proceed to work out plans on their own . . . After Ronald Lane's request for \$20 from Undergrad, Arleen Hurwitz moved to allot \$20 for purposes of publication to the Committee on Social Atmosphere.

NOVEMBER 11: Gloria Leitner . . . read the letter which she proposed to send to the Selection Committee. The letter concerned the qualities which Barnard students seek in the new President . . . A motion was made to delegate to the

drafting committee the power to rewrite the letter along the lines suggested.

NOVEMBER 15: Nancy Gertner read the final copy of the letter to the Selection Committee concerning Barnard students' demand to have a say in the future choice of presidents . . .

Frank Ward, Chairman of Citizenship Council of Columbia University, requested \$4000 from Representative Assembly to cover finances for this year . . .

NOVEMBER 28: The first item on the agenda concerned the proposed donation to Cit Council . . . We must be aware of the consequences if we should deplete our savings account . . . The members then discussed the question of how much control Barnard girls have in Cit Council and will be able to have in the management of any money we allot them . . .

DECEMBER 15: A motion was passed to commit \$500 to the Lisle Fellowship Foundation, the money to be taken either from the Summer Grants or Internship Accounts . . .

The Ad Hoc Commuter Committee is working on proposals for a 2:30 reserve line in the library, new vending machines, keeping the Annex open later weekdays and on Saturday . . .

JANUARY 10: Discussion ensued as to how much control Barnard would have over the money allotted to Cit Council . . . The grant to Cit Council was approved . . . Curriculum Committee will offer Claude Brown \$300 to speak at Barnard . . .

JANUARY 12: The proposal from BULLETIN was presented, requesting an allotment for the editors . . . A motion was passed to table the issue.

UA Budgeted \$40,290 To Committees, Clubs

Four basic kinds of organizations comprise the Undergraduate Association: standing committees of Rep Assembly, ad hoc committees of Rep Assembly, autonomous bodies, and clubs and publications.

Funds for these groups are allocated by Rep Assembly from the checking account, which receives \$1700 per semester from student activity fees. This year's budget totals \$40,290; extra funds if needed may be withdrawn from the \$9,000 checking account.

STANDING COMMITTEES: The Finance Committee, headed by the Treasurer of Undergrad, directs fiscal policy and handles all accounts. The Housing Committee runs the Housing Registry, and has been working on an evaluation of the housing situation at Barnard.

AD HOC COMMITTEES: The Poverty Committee sponsored a conference with Michael Harrington last fall. Suggestions for a student advisory role in teacher evaluation are being studied by the Tenure Committee. The Commuter Committee has considered proposals to improve day and overnight facilities for non-residents.

Other ad-hoc committees include the newly-formed Special Events Committee, which hopes to sponsor Leonard Bernstein as a guest speaker here; and the Summer Projects and Grants Committees.

AUTONOMOUS BODIES: The Curriculum Committee chairman is elected by the student (See U.A. BUDGETED, p. 8)

Barnard Bulletin

Published weekly throughout the college year except during vacation and examination periods by the students at Barnard College, in the interests of the Barnard Community. Entered as second class matter Oct. 19, 1928, at the Post Office at New York, N.Y., under the Act of March 3, 1879. Subscription rate \$5.00 per year.

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LETTERS TO THE EDITOR

To the Editor:

Due to insufficient student interest there will be no Junior Show this year. The officers of the class of '68 regret having had to make this decision, but feel that no show is better than one hastily composed by the "usual few."

If there is no class feeling a class project is meaningless, if not absurd. This is not said as a reprimand nor for the purpose of calling to mind a kind of rah-rah sentimentality, but rather as an attempt to clarify the implications of the situation. Certainly the failure does not rest solely on the shoulders of those who showed no interest in participating.

We were faced, from the beginning, with opposition from the director of the College playhouse, who questioned the value of a production, which not only had little connection with the Juniors who were its supposed creators, but which was often less than sophomoric in its humor and artistic approach. Because the value and viability of a Junior Show were indeed in doubt, a chairman was not chosen last spring.

We had hoped this year to revitalize the production, so that it would be the creation of the Junior class alone and would be directly tied in content to our experience at Barnard. In recognition of the failure to achieve this goal, a part of the responsibility for the nonexistence of the Junior Show must rest with the class president.

Having no experience with play production, I approached the situation rather naively and asked students to submit scripts. As the familiar story goes, the material received was uninspiring and the number of pieces submitted could be counted on one hand. The pressing problem of personal time commitment as well as discouragement in the face of extreme lack of interest limited the scope of further efforts.

Perhaps had an experienced chairman been available to publicize the proceedings we might have had something worthy of presentation. It is more than likely, however, that her attempts would also have proven futile. Perhaps those of us who have been trying to produce a Junior Show have been beating a dead horse — and perhaps it is a horse that is better dead.

Two questions remain:

1) Can interest be aroused for a Senior production — or, better yet, a joint Junior-Senior project — the upperclassman's answer to Greek Games?

2) Shall we let this, and for that matter, all other class activities die gracefully? Is the class an accidental, artificial entity, tied by no bonds of feeling, whose officers are elected to do the necessary paperwork, serve on the established committees as rather ludicrous "representatives" and be generally inconspicuous?

If the class is indeed no more than a group of girls having a

common classificatory number and its officers invisible clerical workers, then there are a great many false assumptions floating about this school. It seems to me to be high time that these assumptions are corrected, if not for the furtherance of truth, justice, and common understanding, at least in an effort to preserve the sanity of present and future class presidents.

**Bonita Gline
President,
Class of '68**

To the Editor:

I am a February graduate who, to say the very least, is a little disappointed in the Barnard administration and their lack of interest in the student graduating during mid-year. To spend four years in a school and to be treated like a "visiting cousin" when graduation time comes around is appalling.

The February graduates are not given any graduation ceremony, nor any graduation tea or reunion with the members of the administration and faculty. I would like this fact to be made known to the other Barnard graduates. For this reason I am enclosing a letter I sent to President Park.

Dear Miss Park:

As a senior graduating this February, I would like to take this opportunity to tell you of my surprise and disappointment (which are shared by many of my fellow February graduates) at the lack of interest exhibited by the college administration concerning the February graduates.

I realize that the group is small in number, and for this reason any large-scale graduation exercise would be inappropriate, but to spend four years at Barnard and to leave without even a token expression of "good-bye" and "good luck" is for my part unforgivable.

I remember when I came to Barnard four years ago I was told during freshman orientation that Barnard was trying to build school spirit and that it was the job of each student to help in this effort. I participated in this effort for those four years, but I realize now that it was meaningless, for if the administration is not interested in the student, the student will never feel that she belongs.

And so, after four years of hard work, and over eight thousand dollars of my parents' money, I leave Barnard with a very sour taste in my mouth and with a great feeling of disappointment in my "alma mater."

Alienated February Graduate



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Boutique*

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To the Editor:

The proposal to instill "professionalism" into Barnard publications by weekly salaries is absurd. The statement that a "concept of honor" is "mythical" in "successful campus organizations" is equally ridiculous. However, it is obvious from Barnard publications that a concept of honor does not motivate Barnard students.

Numerous colleges in this country produce publications of outstanding quality and yet do not pay the students working on them. I would be at a loss to attribute this high quality to anything other than a concept of honor which the students have for themselves and for their schools.

Barnard does not produce publications of high quality nor do their editors receive remuneration. The reason for this is obviously not the lack of remuneration. There is no reason to believe that Barnard students are plagued by monetary problems more than students at other colleges. There is reason to believe that Barnard students suffer from apathy.

The *Bulletin* mentions four purposes which it serves in the college community. If the Barnard students respected and believed in these purposes, they would display interest and involvement in the newspaper. The fact is Barnard students do not respect their publications. One has only to look at the *Bulletin* or the *Mortarboard* to perceive this.

The proposal to pay students to put out a publication is a poor excuse for a distinct case of apathy. Barnard students do not need money, they need a concept of honor. This is essential to all successful college activities. In the case of publications professionalism will be the result of dedication produced by a concept of honor. Professionalism cannot be bought, it is achieved.

The three *Bulletin* editors quite justifiably are seeking the improvement of their own and other Barnard publications. However, they are looking in the wrong place. Barnard students who are concerned about poor quality must seek to create a similar concern in their classmates. They

should not blame monetary problems for the obvious apathy of the students. Instead they should attack the apathy.

Michael Goldstein

To the Editor:

In your January 12 article about Professor William R. Bishin's speech before the Columbia-Barnard Pre-Law Society, you dredged up the old story that he was almost impeached by the student body from his position as editor-in-chief of the *Columbia Daily Spectator*.

In the first place, we fail to see what purpose, except perhaps the titillation of your readers, was served by your mention of the episode. In the second place, your information was incorrect. We as friends and colleagues of Professor Bishin on the Managing Board of the 1959-60 *Spectator*, would like to set the record straight.

During the spring of 1958 *Spectator* published information about serious irregularities in the student government elections. As a result of this report, elections for the Student Board were held a second time. *Spectator* spoke out strongly in editorials and articles about Student Board's incompetent handling of the matter. In response, the Student Board — not the student body — resolved to remove Bishin from his post because of the newspaper's "irresponsible tone and blatant unconcern for the welfare and reputation of Columbia College."

The Board's action in no way reflected the sentiments of the student body at large and was almost immediately overruled by the College Dean's Office which found no grounds for Bishin's removal.

Student Board, however, did not fare as well. Within two years, the student body, inspired no doubt by the Board's shabby handling of the election scandal and by its unwise attempt at editorial censorship, voted to abolish the organization.

Nathan Cross '60C
Stephen C. Lerner '60C

To the Editor:

Barnard College is run on an honor system. The students are expected to be honest in all their academic dealings.

Apparently Barnard College is

not under the same obligation. Members of the freshman class were required to submit a form evaluating the freshman gym program. It was stated on the front of the forms that the physical education department "will check your name to indicate your work is complete. The questionnaire will remain anonymous."

However, the names were assigned numbers in the order that they were submitted. It was noted that these numbers were being put on the back of the forms after the girls had left, unknown to the students. The physical education department had no right to claim that the forms would be anonymous under these circumstances.

I hope this is not an example of how an honor system should operate.

Anonymous #345

Warmth vs. Cold; Heats February

(Continued from Page 3)

like to sponsor a "Warmth Rite." Students would meet in the pit and offer a libation of apricot nectar to the soil. It is hoped that students will feel "if the Committee would do this, it would do anything," and come forth with more ideas.

The Committee, says Mr. Lane, has met with no opposition from the Administration of the University.

As far as student apathy is concerned, the Chairman believes that apathy results from the blocking of effective channels of communication and interaction. By establishing these channels, the Social Atmosphere Committee hopes to substitute WARMTH for apathy.

CORRECTION

Two major errors appeared in the January 12th *BULLETIN* article concerning the Pre Law Society's plans to publish a biennial journal. Dean Walker of the Columbia Law School, who the committee hopes will advise the group, was erroneously identified as Professor Walker.

In addition, the Journal, perhaps the only undergraduate Law Journal in the country, will not, as was reported, contain one student contribution in each issue but hopes to feature professional articles and an occasional student contribution.

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New Resnais Film Provokes Unwarranted Controversy

By SARAH BRADLEY

"La Guerre est Finie" (the war is over), but the battle of the anti-Franco underground in Spain continues. That suggestion, implicit in the title and forming the background material of the film, caused "La Guerre est Finie" to be withdrawn from the 1965 Cannes Film Festival because of pressure from the Franco regime. However, this film is essentially a character study rather than a political statement.

With skillful photographic juxtapositions and non-obtrusive narration, the director, Alain Resnais, traces the psychological reactions of Diego (Yves Montand), a courier between the underground and its France-based overseers. When Diego states that men in his position may have an expert knowledge of minute details without ever achieving total comprehension of a situation or the people concerned, he gives a clue to Resnais' technique. Resnais includes a multiplicity of visual fragments but leaves the task of correlation to his audience.

In order to explore Diego's reactions to people around him, Resnais combines two levels of photographic narration. The straight-forward documentation of Diego's sojourn in Paris is interspersed with seemingly unrelated scenes and figures, the products of Diego's imagination. By means of this juxtaposition of the

real and the imaginary, Resnais creates a feeling of constant anticipation. Often these imaginary fragments are confusing rather than revealing, but when the two levels of narration are clearly defined yet connected, this technique can be very effective.

The subtlety of the camera-work suffers from a certain repetition of motifs such as close-ups of Diego's impassive features or scenes shot through the windshield of a moving automobile. However, it is amusing to discover that Paris, when seen through the trisected ring on the prow of a Mercedes, acquires an unexpected elegance.

Aside from the obvious statement that Ingrid Thulin as Diego's mistress, Marianne, is strikingly attractive, she acts the part with a delicacy in which no movement or intonation is wasted. Yves Montand is superb, particularly in expressing intense emotion through impassivity and in creating tension with immobility. The new-comer, Genevieve Bujoird, must be commended for making herself utterly detestable in the role of Nadine, a post adolescent nymphet.

Despite the film's lapses into temporary confusion when there is a lack of cohesion between Diego's mental and material worlds, "La Guerre est Finie" should be seen at least twice, as Bosley Crowther has suggested — if you can afford it and have the endurance to survive the endless lines outside the Beekman Theatre.

Marat de Sade: Persecution of Reality

"Marat/de Sade" is about society, about politics, about man's inhumanity to man, and about nothing more than the ravings of a group of lunatics.

The most striking thing about the play, and about the National Players Company production of it, is the relationship of players to audience, of "normal" people to madmen, and of reality to madness. The distinction grows so vague that one questions the differentiation.

No curtain rises as the play begins; the inmates of the asylum simply congregate at the front of the room. It is a shock to discover that we are stared at by the madmen as much as we stare at them. We are as mad as the inmates; they are as sane as we are.

The effect of this reversal depends on the performance of the "chorus" of mad men and women, who so completely live their parts that their lunacy is fully accepted by the audience. The most striking instance of this occurs after the intermission has been announced. A few people have left their seats, and the inmates are being led away by their keepers.

Yet some remain on stage, gesticulating in their weird postures, gesturing toward the audience, staring with their blank, dead stares. For the time being, one tells oneself, the play has stopped, and one is back to reality! But these people, completely immersed in madness, are still before you.

The most notable performances were turned in by: Shellie Feldman, as the gnarled inmate with a speech impediment, who plays Marat's attendant; Verna Bloom, as the vacant, life-less lunatic who portrays the determined assassin of Marat; and Dennis Pat-



Verna Bloom as Charlotte Corday and Dennis Patrick as Jean-Paul Marat in "Marat/Sade."

rick, the inmate who plays the idealistic Marat.

The official four-man chorus gave an adequate performance but was hampered by a distracting make-up job. The music, acclaimed during the original New York production, was not particularly distinctive.

The symbolism and analogies in "Marat/de Sade" include thinly veiled references to Nazism,

socialism, anti-war movements, and the welfare state.

And through it all runs the strange distortion of reality. Normal people — just actors — playing madmen, who in turn play rational people. As the play ends, the Marquis says, with a wise glint in his eye, that "the only reality is imagination." One leaves the theatre convinced that he is right.

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

Program Changes

All program changes must be filed on Monday, February 20, 1967. Juniors and Seniors will submit their cards and applications to the Office of the Registrar, Freshmen and Sophomores, to the Office of the Dean of Studies. These offices will be open 8:30 AM to 1:00 PM and 2:00 to 4:00 PM.

The last day for obtaining an adviser's approval for adding a course is February 17th, and after February 20th no course may be added for any reason. However, a course may be dropped, with the approval of an adviser, at any time until April 14th. The necessary permissions for Columbia University courses must be submitted at the time such a program change is filed.

Applications can be obtained from the Office of the Registrar by Juniors and Seniors, beginning Thursday, February 9th, and from the Office of the Dean of Studies by Freshmen and Sophomores, beginning Wednesday, February 8th. In addition to the application blanks, a student will need an elective card for each course or section to be added, and a drop card for every course or section to be dropped.

"Dance Uptown"

At 8 PM on Saturday, February 18, "Dance Uptown," a program of new works by young, professional New York City choreographers, will be presented in the Minor Latham Playhouse (Broadway at 119th). Among the pieces presented will be works by Gay Delanghe, Sandra Center and Janet Soares, all members of Barnard's dance faculty. Performances are free and open to the public, but seating is limited. For reservations, call 280-2079.

Medical Examinations

Freshmen — Please make appointments for your required medical examination at the Medical Office, 202 Barnard Hall. Examinations begin Monday, February 13th. All examinations must be completed by May 15, 1967.

Colloquium

A colloquium on "An Evolutionist's Interest in Planetary Exploration" will be conducted by Dr. C. Pittendrigh of Princeton University, on Thursday, February 9th at 4 PM, in the Third Floor Conference Room of 2880 Broadway (112 St.).

New Editor

Effective with the Winter, 1967 issue of the BARNARD ALUMNAE magazine, Mrs. Jacqueline Zelniker Radin '59 will succeed Mrs. Jean Vandervoort Cullen as editor. Mrs. Radin, who was the editor of the BARNARD BULLETIN, began her professional career as a reporter for the WORLD TELEGRAM, and most recently served as an editor on the city desk of the HERALD TRIBUNE. She has also worked for the NEW YORK TIMES.

Neighborhood Youth Corps

The Lower West Side Community Progress Center, 348 West 34th Street, is now recruiting volunteers to help conduct a remedial education program. The program is designed to assist youths, ages 16-21. Tutoring hours are flexible from 10 AM to 4 PM, and the tutors need only participate once

or twice a week. If interested, contact Mrs. Linda Green, Remedial Education Supervisor at 736-6196, 9-5, Monday through Friday.

S D S Events

S D S will be holding discussions in Brooks Living Room on Thursday, February 9th, from 7-11 PM, and Sundial Rallies on Thursday and Friday of this week, at noon. In addition, the organization plans to picket the CIA at Dodge Hall on Thursday and Friday from 9 to 5. They urge anyone who is interested to attend these events.

Dances

There is a Princeton Mixer scheduled for the 18th of February. A bus will be leaving Barnard at 6 PM on the 18th. Those interested in going should notify the CAO by Wednesday, February 15th at noon, and have paid their \$3 for the ride by that time.

The Classes of 1968 and 1967 are holding a dance in the James Room from 8-12 PM on Friday, February 10th.

Vietnam Panel

A rebroadcast of the Dorothy

Gorden Youth Forum in which Nancy Gertner '67 and Eleanor Prescott '68 took part will be heard on NBC radio, January 29 at 10:35 AM. The girls participated in a panel discussion with Harrison E. Salisbury of the NEW YORK TIMES, recently returned from Vietnam and talks with Pham Van Dong.

Job Opportunities

The Office of Placement and Career Planning will be announcing examinations, deadlines for applications, vocational meetings, and special opportunities. Be sure to watch the bulletin boards and check with their office.

Applications for the Federal Service Entrance Examination must be filed by February 15 and March 15 in order to take the examination on April 1 or May 20 respectively.

Two secretarial scholarships are available. Katharine Gibbs Secretarial Schools offer full tuition for the one-year special course for college women. The deadline for their application is

March 1. A short-term scholarship will be awarded through an alumna memorial fund to a 1967 graduate, to be used at any secretarial school.

Arrangements have been made for seniors to participate in the Columbia University recruiting program. Instructions and the specific recruiting schedule may be picked up at 114 Millbank.

The Office of Career planning also has information on summer jobs. A limited number of jobs in design, merchandising, and writing are open to qualified juniors through "Operation Experience," sponsored by the National Home Fashions League, Inc. Make an appointment with Miss Lickus as soon as possible for an interview. If you are interested in the Post Office summer jobs available throughout the U.S.A., the application deadline for the competitive examination is February 9.

In addition, all students interested in holding a part-time job during second semester are urged to register with the office immediately.

UA Budgeted \$40,290 To Committees, Clubs

(Continued from Page 4)

body at large, and its membership is open to students who are not members of Rep Assembly. Last semester, Curric ran a student poll on the study period; it has been working on an evaluation of the four-course system, the system of examinations, and Barnard-Columbia relations.

Honor Board, Judicial Council and Dorm

Exec and '616' House Council function as independent organizations dealing primarily with judicial due process for students in all areas. The Board of Proctors and Conference Committees are also an autonomous group.

CLUBS, PUBLICATIONS: More than a dozen clubs and five publications are registered as official college activities; Rep Assembly oversees their fiscal policy.

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