

# Editorial: Reject Ranking for Vietnam Draft

A formal mandate to the Columbia University administration to cease releasing class rank to local draft boards is in the best interest of each potential candidate for military service in Vietnam.

The civil libertarian argument that the individual should decide whether his standing will be used to enforce his U.S. deferment is illogical because it is predicated on the fallacious assumption that it is possible for each student to make an autonomous decision. Since class rank is a comparative standard, when some students send in their rank those who do not are presumed to be either higher or lower in the class. But if their standing were higher, the draft boards might reason, they would have nothing to hide and therefore they would have submitted their rank. Therefore, by curious Selective Service logic, those who decide not to send in rank are presumed to have a

comparatively lower class rank and therefore their deferment is jeopardized. The "individual decision" is thus not individual at all.

But the overriding goal of the CUSC referendum on class rank and the draft is not to try to make a fundamentally unjust system of discriminating against the lives of particular students a little more equitable. Students who are not apt to face the barrel of a Vietnamese rifle at the end of their college career and who are therefore not directly endangered by the present "selective" service standards must categorically reject the release of class rank as a concrete demonstration against "peacetime" conscription for an undeclared war.

The role of Columbia University as an instrument of that war must be kept in mind. Professors are not merely made "unwilling agents" of

MacNamara and his band in the Pentagon when the University cooperates with the Selective Service System. It is impossible to interpret the University's support of the war effort as an "unconscious" or unintended by-product of its policy on class rank, unless one were to admit that Grayson Kirk, the Registrar and the entire administration have been walking in their sleep or else are the helpless dupes of some malevolent agent forcing them to allow the release of class ranks.

The fact of the matter is that the University is constantly and consciously making decisions and value judgments about the war in Vietnam so long as the draft for that war exists. The faculty of Columbia University has formally demanded that the University overturn its decision to act as a conveyor belt for human cannon-fodder in Vietnam. The students of both Barnard and Columbia cannot be expected to do less.

# Barnard



# Bulletin

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TUESDAY, FEBRUARY 21, 1967

BY SUBSCRIPTION

## Behind the News

### Trustee Heads CIA-Linked Student Affairs Foundation

By GLORIA LEITNER

The chairman of Barnard's New Chapter Fund Drive is also a member of the seven-man board of directors of a CIA-linked foundation, it has been disclosed.

Francis T. P. Plimpton was unavailable last weekend for clarification of the activities of the Foundation for Youth and Student Affairs, which has been named by National Student Association officials as one of the prime conduits for CIA funds. Although it is understood that the "contact" man was Harry H. Lunn Jr., executive director of FYSA, the extent to which other officers of the organization were cognizant of CIA objectives remains in doubt.

It is difficult to determine what portion of FYSA's funds may have been provided directly by the CIA and how much may have been contributed by independent private sources or other sources following CIA directives, according to the N.Y. Times. However Mr. Lunn has insisted that the millions of dollars granted by FYSA to youth and student groups has come from the Arthur A. Houghton family, which owns Steuben and Corning Glass, and from "members of the board" of directors.

Mr. Plimpton, in addition to his position on FYSA's board of directors, has connections with the United States Trust Company of New York, the Bowery Savings Bank, the Greater New York Fund, Teachers Insurance Annuity Association and the College Retirement Equities Fund.

Last October Mr. Plimpton initiated Barnard's drive to raise \$10-million by June. FYSA is not on record as having contributed to the fund drive.

Campus interest in the precise nature of the CIA's connections with academic organizations and institutions is now especially acute in light of this week's hearings for those who blockaded CIA recruiters in the Columbia Placement Office last Wednesday.

An inquiry into FYSA's relationship to the CIA and to student affairs met with little success



Francis T. P. Plimpton

last Sunday when an unidentified woman indicated that Mr. Plimpton was expected home at 4:30. In response to a second telephone call made at that time, the same woman now insisted that Mr. Plimpton had called, and said he would not be home until "very, very late." When asked to specify at what time Mr. Plimpton could be reached, the woman hung up and refused to answer subsequent calls.

Mr. Plimpton, former Deputy United States Ambassador to the United Nations, has been a Barnard trustee for 31 years. His father, George A. Plimpton, was treasurer of the Board of Trustees for 43 years until his death in 1936.

## Faculty Urges 'No' Vote on Class Rank

### Bentley, Mothersill Seek Binding Vote

By MARGARET LEITNER

Denouncing the Vietnam War as a "national disgrace," Professor of Philosophy Mary Mothersill called upon Barnard students to impede U.S. war efforts by voting against Selective Service class ranking in the CUSC referendum this week.

Miss Mothersill stated that the present student deferment is "an absolute fraud and fake," and that there is "no justification whatsoever" for grades to constitute a basis for avoiding the draft. She emphasized that it is important for Barnard students to vote as "intrinsically involved" U.S. citizens and members of the Columbia academic community.

Eric Bentley, Professor of English at Columbia, joined Miss Mothersill Sunday night in urging Barnard students not to be "amenable and acquiescent" to government policies in Vietnam. He declared that one way to obstruct the present war effort is to condemn the use of class-ranking for the draft.

Besides being a "legitimate" outlet for student opposition to the war and Selective Service, the CUSC poll is a way to protest the increasing number of government encroachments at Columbia, acknowledged Mr. Bentley. He also pointed out that the referendum is a potential means for students to assert control over what directly affects their lives.

Both Mr. Bentley and Miss Mothersill stressed the necessity of a substantial student vote to make the poll meaningful and binding to the Administration. Miss Mothersill warned that the "integrity of the educational institution" can be preserved only if the students support the Columbia College faculty in their vote against class ranking for the Selective Service System.

### Cross: Poll Crucial But Only Advisory

By ANNE HOFFMAN

"The student referendum on the draft should not be made binding," in the opinion of Associate Professor of English Barbara Cross.

"It should be one element of an intricate decision the University has to make. Students offer their convictions, but the University, which has the responsibility, must make the decision," she stated in an interview last week.

Professor Cross nevertheless strongly feels that a large turnout for the poll is important. "Barnard students should be interested and considerate, because these are hard issues that can not be glibly answered," she said.

Factors that ought to be taken into account before voting are whether class rank is a true measure of a good student; whether the country is best served by exempting "good students" from the draft; whether anyone can ethically measure the value of lives and choose who is to die; whether an instructor should be in the position to make such a decision.

Professor Cross also pointed out the detriment of class ranking to the student-teacher relationship, which may be reduced to the triviality of grade-competition.

Barnard students are personally involved in the problem, Professor Cross stated, even though they are not directly faced with the draft. "These are their fellow students — their lives as students will be affected by the lives of their fellow students," she commented.

While declining to offer advice to students on how to vote, Professor Cross asked whether there is a basis for exempting anyone when it is a question of life or death, and whether rank in class is the proper standard for such exemption.

## Tonight: Staff Turnover



Arlene Van Breems, Helen Neuhaus and Dina Sternbach will assume the top editorial positions of the BULLETIN tonight at the annual Red Pencil Dinner.

The three juniors will co-manage the newspaper in an unprecedented troika-like setup. They will announce the composition of the rest of the staff in next week's issue.

## Barnard Bulletin

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# UNDERGRAD ELECTIONS

## Honor Board Chairman



**ALICE ALTBACH**

The Honor Board Survey which is presently being conducted is the outcome of a year of re-evaluation and questioning. The poll aims at assessing the student's attitudes towards and knowledge of the Honor System and Board. This reflects what I feel should be the major concern of Honor Board: to discover the areas in which students feel revision and reform necessary, and to act upon these wishes.

While I recognize the help which the Survey will be as a jumping-off point for future decisions, certain problems remain which must be dealt with. Students and faculty alike are unsure of what constitutes an infraction of the Honor System in ambiguous cases. These areas must be defined and publicized. Lack of available information concerning the actual proceedings of the Board has served to alienate it from the student body and to create an image of the Honor Board as a foreign and non-representative organization. This circumstance also leads to the many cases which arise out of ignorance. I feel that it is important that students be acquainted with the types of incidents which the Board deals with, and greater communication of this sort is one area with which I am particularly concerned. It is indeed towards a closer approximation of the ideal of Honor Board as a truly responsive and representative body that I intend to work if elected Chairman.

### Date

(Continued from Page 1)

higher education. Barnard should offer courses for variable numbers of points. Independent reading and term papers would carry higher point credit, allowing a student to balance her schedule according to her interests, not departmental requirements. We should have dormitory colloquia on topical subjects, combining the resources and students of Barnard and CC. Or dining facilities available for entertaining faculty guests. Student-faculty symposia with dinner and discussion at faculty homes afterward would do much to strengthen informal ties between these two groups. Student organization work could be substituted for part of the Phys. Ed. requirement. Inter-collegiate exchange programs, the integration of study abroad into majors could be instituted. These suggestions are offered only to spark you, as students, into thinking in new ways about education. Experimentation and a responsible attitude can heighten your sense of the value of these four years — just as surely as inertia can deaden it.



**TOBY SAMBOL**

I am very honored to be nominated for the position of Honor Board Chairman.

At present, Honor Board is in the middle of a survey, hoping to discover both the degree of support which our Honor System enjoys and, in addition, areas of concern where students feel change to be necessary. The present time, with the survey serving as a rallying point for student interest and discussion, seems most favorable for a revival of student action in this area and certainly most challenging for a new chairman.

Perhaps the major task of Honor Board, as I see it, is to try to determine a balance between the undefined and perhaps undefinable phrase "on your honor" and a mere list of rules. Neither pole sufficiently answers the problems in an Honor System. While students cannot — and certainly should not — be supplied with a list of "rules to be obeyed," certain basic ground rules must be established and followed. What we must determine is how much should be specifically designated and how much should be left up to the individual.

Questioning and reappraisal of present policies are vital if the Honor System is to remain in touch with those whose support it needs. We must always remember that rules — such as "books up front" and alternate seats — are only means to an end, and clearly not ends in themselves. We are aiming towards ideals, not towards rules.

Thank you.

### Rebecca

(Continued from Page 1)

together with the Board of Proctors and Orientation sponsors, expansion and improvement of current opportunities for information on the merits of the various majors, courses, and professors; 6) adjustments in the present departmental majors, including increased opportunities for combined majors and concentrations, especially for pre-meds who have an extra burden of requirements; 7) offering more colloquia and seminars, in addition to combining more of the large lecture classes with conference sections.

In addition, I would like to re-evaluate present policies on: 1) scheduling of deficiency exams; 2) qualifications for Dean's List; 3) development of new courses, which I feel should be more responsive to student interest; and 4) permission for summer school and early graduation.

(If relevant: This is my second year at Barnard and I plan to major in Government.)

## Judicial Council

**SUSAN KRUPNICK**

Having served on the Judicial Council for two years, I have had the opportunity to see and participate in the development of this unique body. Judicial Council has made tremendous strides since its inception, in developing rules of procedure, precedents, and in clarifying issues concerning jurisdiction and housing representation.

In this aspect of the Council, that of its "decide" function, the Council has been remarkably innovative. However, I believe that the Council has not even begun to "exploit" its second function — that of providing a forum in which issues of grave concern to the Barnard community can be explored. Because of its tripartite nature, the Council offers the opportunity to bring administration, faculty, and students together to discuss issues such as the relationship between the college and Columbia University, the direction in which Barnard is moving, and the role that the Council can play in reviewing and reforming existing rules.

There is no reason why the Council must maintain such a separate existence from the rest of the organs in the Undergraduate Association, except in the hearing of cases. The Council should invite and encourage participation by all segments of Barnard in meaningful discussion. I would make this one of my major concerns if elected Chairman of the Judicial Council.

### Laurie

(Continued from Page 1)

the Faculty Committee on Student Instruction to present petitions, vote in policy-making (exp. the study period). 2) There could be three Dean's Lists, thus alleviating competition and graduating 60% "with honors." 3) There could be an Academic Publishing Service (mimeographed) for controversial or provocative student papers, providing for student-student, student-faculty dialogue. 4) There could be many more C.C.-sponsored daytime Speaker Programs. These could materialize if we could only stop talking and begin again with more realistic goals. So much for words.

### Diana

(Continued from Page 1)

system; the lack of standardization in grading; Columbia/Barnard merge; Pass-Fail basis for certain courses. But if any of these issues are to go beyond the stages of discussion, it is imperative that we obtain greater cooperation between students and faculty in the making of decisions. The student should be able to have much more influence in effecting changes concerning his own education. I should like to see the establishment of regular meetings between the Faculty Committee on Instruction and the Curriculum Committee so that the Faculty may become better acquainted with student opinion.

## Freshman Orientation Chairman

**RENEE BINDER**

As a whole, orientation was very good this year. However, some of the changes that I would like to have next year are:

- 1. Dorm students and commuters in each sponsor group.
- 2. More educational orientation activities — e.g. different fraternities and/or organizations making parties to meet freshmen and sponsors.
- 3. Before orientation, sponsors should have a get-together with the hosts at Columbia.
- 4. At the freshman orientation mixer, sponsors should wear tags made of a different color paper, to distinguish them from freshmen.
- 5. Sponsors should be encouraged to keep in touch with their sponsees throughout the year — e.g. it should be the sponsor's responsibility to tell freshmen about giving in post cards with their final examinations.
- 6. If at all possible, commuting freshmen should sleep over at the dorms for two nights during orientation.
- 7. All the activities of this year's and previous orientations should be examined, carefully evaluated, and the successful ones should be continued while the not-too-successful activities should be discontinued.

### Anne

(Continued from Page 1)

support in helping me to make the role of Treasurer a dynamic one, and in turn I hope to add to the advancement of the Undergraduate Association.



**MINA WASSERMAN**

Walking around campus is like watching a parade of coconuts — the various of the university, the students and faculty, and N.Y.C., have become separate entities; they have become more and more isolated, and have enclosed themselves in their own separate shells. The channels of communication between them have been broken down, and this has bred apathy. I have faced this problem as a freshman, as a sponsor, and as chairman of Publicity of the Social Atmosphere Committee. Orientation week is a time to recover these channels.

The main planks of my platform are: an extended orientation program, having commuters live on campus during orientation, increased faculty and Columbia involvement, and a guidance program for freshmen for the entire year.

Barnard is for people, not for coconuts — if we can show the freshman the rich field of untried experiences open to her, then we will have gone a long way in making Barnard the dynamic community that it can be — and I would sincerely give of myself to that effort.

# VOTE

# TODAY

!

# UNDERGRAD ELECTIONS

## President

MARY GIFFORD:

How I'd like to see Undergrad changed

I. As members of Undergrad we should be made aware of our rights — rights which already exist.

II. We should have all Undergrad news sent to us — not have to hunt for it on Jake.

III. We should be able to work on the issues we care about without running for office. We need committees open to everyone.

And these are some of the issues that I care about

1) **Housing rules:** Let's swap upperclass residents who want to get out with commuters who want to get in the dorms

2) **Columbia classes:** Let's have one signature admit us to Columbia courses.

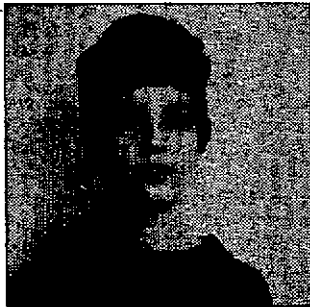
3) **Gym:** Let's shorten the gym requirement. Contrary to the Gym Department's view, New York has all the recreational facilities we need

4) **Library:** Lengthen library hours. We don't go to sleep at 10 P.M.

5) **Language requirements:** Review the B- exemption system so we get graded from A down, not B down.

6) **More contact with faculty and advisers:** We need to see better arranged courses and more constructive exams.

Let's have a student government which wants to govern. I would like a student voice on all issues, not only those mentioned above.



AMY MORRIS

Barnard is presently suffering from a lack of communication between students, student government, and the administration — and a severe lack of "get-up-and-go" to change the situation. Several simple changes could be made to combat this:

In the first place, more of Rep. Assembly's work ought to be done by small, informal committees which would meet whenever their chairmen discovered a problem that needed discussing. Students who are not members of Rep. Assembly ought to be allowed to become voting members of these committees. In addition, students should be invited to bring their complaints and suggestions to the different chairmen.

We must stop planning teas, majors' meetings and discussion groups to which no one comes and try to find out why no one comes. Until we know this, we will continue to make the same mistakes.

These changes will not transform Barnard overnight, but they will make Undergrad more informal and better equipped to respond to student demands. Lastly, it is important that the officers of Undergrad cooperate with the editors of *Bulletin*, to see that Undergrad news is reported accurately and fully.

Perhaps then we will not appear so useless.

ORAH SALTZMAN

Student government has received much criticism over the years; the major complaint being that the government is not truly representative. The question has always been how to make the issues filter down to the students. The question should be how to make the issues filter up from the students. The problem is not how to make student government seem more vital, but how to make it more vital.

I advocate a system of direct referendum on important issues facing the College. If students make it known that they are in



favor of or opposed to a program, there must be some way of translating that opinion into policy. Why participate in a poll or election if nothing can come of it? We must establish automatic mechanisms for turning opinion into decision.

I also support a program which includes a more critical analysis of UNDERGRAD'S allocations to clubs and organizations, a revised election procedure eliminating much of the confusion and ambiguities which now exist, and a renewal of interest in student participation in tenure decisions.

This will be a year of constitutional revision: I hope that this will be a year in which the role of student government will be reevaluated and redefined in terms of the Barnard community.

## Vice

## President

KATHIE KNOWLES

I would really like to see something done about promoting activity among all students concerning changes in both our academic and social lives. I would like to see action on such issues as:

I. **Student Faculty relationships:** Closer contact with both advisors and professors concerning program planning, exams, and course content.

II. **Student Activities:** Open committees and an opportunity for all students to express opinions (and criticisms), and to ACT on issues you are concerned about.

III. **Communication:** Closer student interaction, and more accessible information about what is going on, WHEN, WHERE, and HOW you can get in on it, i.e. creating more interest and response to issues that affect everyone.

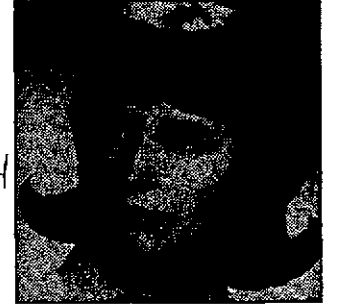
IV. **Social Atmosphere:** More integration of resident and commuter facilities, not only across the street, but heretofore.

These and other issues, such as the Housing problem are of great interest to me, and I would like to see a great student voice in the changes that need to be made. As Vice-President I would do my best, with your help, to initiate as many of these changes as possible in Undergrad activities.

SUSAN BERGGREN

"Give us back our 1800!" Such seems to be the rallying cry among many disillusioned Barnard students who find the magical, fun-filled atmosphere of a seven sisters school somewhat less than it was cracked up to be. I feel the present structure of student government is largely to blame for this discontent.

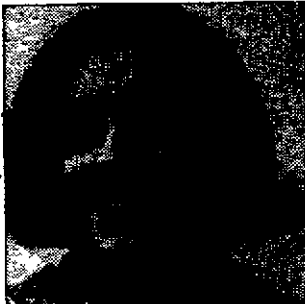
By giving the office of Undergrad Vice-President some substance, the problem might be lessened. To this end, I propose that the Vice-President act as Presidential trouble-shooter in all areas of student discontent;



publicize creatively the results and possibilities of student government action; and act as ombudsman for the entire student body.

But the real solution can only result from the coming constitutional revision. Student government must be made more than just a club for government majors to practice parliamentary maneuvering; it must become the catalyst to unite the potential of the Barnard student body and the potential of Barnard College. As Undergrad Vice-President or in some other capacity, I intend to work toward this end in the coming year.

## Treasurer



ANNE RAFTERMAN

This year the Undergraduate Association will be carefully re-evaluating its position, policies and worth. This evaluation is perhaps not because of, but rather in spite of *Bulletin's* recent study of the Association. In either case the result will be significant.

This is a time for the Treasurer to realize her full potential. She can and should be a member of the executive board to whom people will listen. To gain this advantage in policy making, not only must she assert herself but she must also be efficient, decisive and capable of discretion.

As I have been a member of Rep. Assembly for this past year, I am aware of the changes that must be made in the organization of Barnard's Student Government. This must be a time of growth for Undergrad and I am anxious to grow with it. In order to devote full attention to this end I would take advantage of the Constitutional directive which permits the Treasurer to be assisted by a temporary paid assistant. I ask your

(See ANNA, P. 2)



REBECCA GROYER

I feel that the three major areas which demand our attention are: 1) the relationship of Barnard to the University; 2) examination of the goals which a Barnard education should strive to attain; 3) improvement of student-faculty relations inside and outside the classroom.

The programs I would like to institute are: 1) adoption of a pass-fail system; 2) re-establishment of the study period, of which at least a few days would be mandatory; 3) elimination of inequalities in the present four-course system, such as counting a 6 credit lab as one course; 4) under the Honor system, permitting individuals to plan their own final exam schedules; 5)

(See REBECCA, P. 2)

DIANA GEDDES

I have been to seven schools, each with a different approach toward education, and this has often led me to reflect on the aims of education. Such issues are too general and abstract for the Curriculum Committee to have time to deal with, but are nevertheless considerations that should underlie the discussion of every problem. The institu-



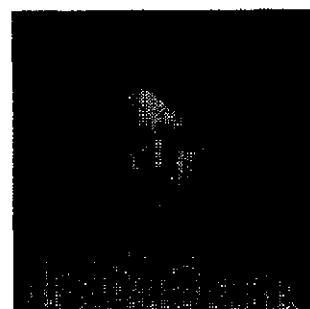
tion of the study period, for example, should depend not on whether it will improve one's exam grade, but on whether it will help give a better indication of whatever it is exams are designed to examine. Among the many things I should like to investigate is the whole question of the purpose and format of our present examination

(See DIANA, P. 2)

LAURIE ANDERSON

Words. Crucial things for any Curriculum Committee surely. But after all has been said, something must be done. Or at least emphatically not done. It is time for C.C. to come down from its talking tree and deal with issues not abstractions. It is also time to consider Barnard's unique problems. "Well, it works at Vassar" can no longer be a valid justification for uncritical adoption. Student-Faculty dinner-discussions are hardly solutions for the commuter. Workableness is a key criterion. The following are a few suggestions I consider needed if we are to come to meaningful academic terms with Barnard: 1) One (or better, two) C.C. members could serve on

(See LAURIE, P. 2)



## VOTE TODAY

## Chairman of Curriculum Committee



DALE HELLEGERS

There is no reason why Barnard should be doomed to the status quo, or afraid of innovation. In previous years at Dellesly and Stanford, I was exposed to various perspectives on the educational process and to concrete ideas which Barnard could borrow to its advantage and adapt to its own unusual situation. The following proposals are not elusive dreams. Most of them could be adopted within a single semester. All of them would promote the student's sense of responsibility for the quality of her own education, would provide greater continuity between classroom and after-class life, and would heighten the air of experimentation that refreshes first-rate

(See DALE, P. 2)