

# BARNARD



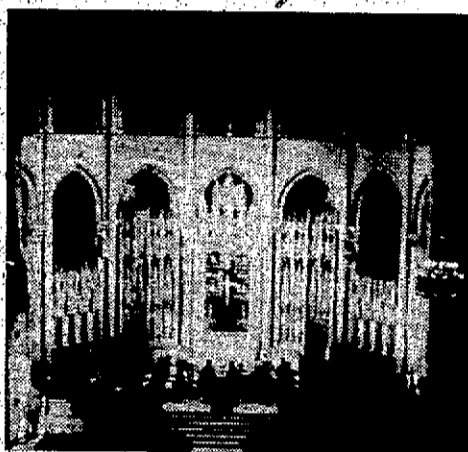
# BULLETIN

VOL. LXXII, No. 26

WEDNESDAY, MAY 1, 1963

BY SUBSCRIPTION

## Peterson Becomes President *Barnard Students Arrested*



Riverside Church, as Martha Peterson accepts the office of President from Wallace Jones. A crowd of guests and delegates in variegated academic robes look on.

Photo by B. Lapsen

On Monday afternoon, Martha Peterson was inaugurated as President of Barnard College before 1,500 college presidents and delegates, faculty members, alumnae, and students. Despite earlier fears that the ceremony would be marred by picketing or by demonstrations inside Riverside Church, the ceremony was peaceful and untroubled. In order to prevent possible disorder, Grayson Kirk did not appear in the program to represent Columbia University; instead, Barnard Trustee Wallace Jones took Kirk's place in the ceremony.

President Peterson's speech commented upon the recent recommendations of the New York Board of Regents in a report on the State's responsibility to private education. While approving the report in general, she added that a private college has the additional obligation to know "what it is, who it is, and where it is." She emphasized the advantages and disadvantages of being a women's college in a university and in New York City.

By ELLEN SHULMAN

On Tuesday morning, Barnard representatives rushed to the 14th Precinct police station, where all females arrested in Columbia buildings were taken. They announced that about 107 girls arrested in the scuffle yesterday were Barnard students.

Professors Ulanov and Novak, Miss Meyers, Director of Housing, and Miss Lawton, Director of '618', watched as the names of the prisoners were posted at the police station and checked them against a roster of registered Barnard students.

President Peterson announced that no Barnard student would

be held for bail or held overnight. When asked if the college planned to take any disciplinary action against the girls, who were arraigned on charges of trespassing, she said that the matter had not been considered yet and would not be considered until the immediate excitement and hysteria has abated. She added that although a count of Barnard students had been made for the purpose of information, she had not requested a list of the names of the persons involved and was not seeking to pinpoint the individuals.

### Students Demand Kirk's Resignation

A mass of students crying "Kirk, must go" and "Strike" surrounded South Field yesterday morning to protest the administration's use of police Tuesday morning to clear University buildings of demonstrators. Representatives of the Strike Coordinating Committee and CUSC demanded the resignations of President Kirk, Vice President Truman and those Trustees who supported the order to send police onto the campus; they proposed that a strike by faculty and students be organized to achieve these demands.

Several students who had witnessed the police action described the unnecessary brutality they had seen. Many who addressed the group declared that they had taken no "sides" and had tended to criticize both the demonstrators and the administration for their intransigence before the police violence. They had since been shocked by the irresponsibility of the administration decision and were now in full support of a University-wide strike. Speakers pleaded with the press to "tell it like it is," to report the truth about student feeling at Columbia and correct the distorted picture they may have conveyed in the past.

Cheers erupted as students were told that employees of Butler Library had voted to go on strike in support of the student action. South Field Jewish Chaplain, Rabbi Goldman, one of those injured on Tuesday morning, concluded the discussion by explaining the "consistency" of his position. Before the violence on campus he had favored "no amnesty" for the demonstrators. Now he supported "no amnesty for Kirk and Truman."

### Open Letter

## Students To Vote On All-College Gov't

Next week, a proposal for the establishment of a new college government will be submitted to you for a vote. The recommendation is presented by a committee consisting of Professor George Woodbridge, Mrs. Marion Phillips, Miss Christine Royer, Mrs. Susan Fischer '68, Miss Estelle Freedman '69, Miss Linda Krakower '69, and Miss Mina Wasserman '69. The committee was appointed last December as a result of discussion at joint meetings of the Faculty Committee on Student Activities and the Undergraduate Association Executive Board to investigate the possibilities for the establishment of tripartite bodies to determine college policies.

After several months of study, the committee has proposed the establishment of "college" committees in all areas of concern to the entire Barnard community. Two committees, the Honor Board and the Judicial Council, already exist and have been merely incorporated into this new structure. The Student Projects and Special Events Committees expand the duties of the already existing Summer Grants and Thursday Noon Committees, and the Housing Committee replaces the previously separate student and faculty housing committees. The orientation Committee was previously a student group, while the Library Committee previously consisted of only faculty members. The Curriculum and Financial Aid Committees will be concerned with general pol-

icy in their respective areas but will not replace the Faculty Committee on Instruction or the Faculty Financial Aid Committee, who concern themselves with specific cases.

Let us stress that you are voting on the principle of establishing the committees and not on the individual committees, which are necessarily, over a period of time, subject to change and development. A copy of the committee's report with its statement of purpose

will be distributed throughout the college. We urge you to read it carefully. The faculty will vote at a faculty meeting on 6 May. Students will place their votes in ballot boxes on Jake and in the library during the week of 6-10 May. At least one third of the student body must vote to validate the decision.

MARTHA PETERSON  
President of the College  
MINA WASSERMAN  
President,  
Undergraduate Association

## Greek Games Cancelled

The 1968 Greek Games were voted out of existence on Saturday afternoon, barely an hour before the traditional Barnard ceremony was scheduled to take place, due to the strike which paralyzed the University. The vote included all 40 student participants in the Games; no faculty members were allowed to take part in the 45 minutes of discussion and balloting. When the 25-15 decision to cancel the event was announced, many of the students who had worked all semester to plan, prepare, and rehearse the Games appeared visibly shaken.

The girls gave various reasons to explain their decision. Some believed that the Games should be cancelled in sympathy with the demands of the striking Columbia students. Others were discouraged by the last-minute refusal of the musicians, Columbia students who sympathized with the strike, to play for the

Games; some girls felt that the Games would be so marred that it was not worth going on.

They denied that the presence of picketers on the steps of Barnard Hall affected their decision. The picketers, Barnard girls carrying signs that urged amnesty for all student demonstrators and a halt in the construction of the gym, had asked that Greek Games still be held, but that a discussion period to consider the strike objectives should also be held before or after the Games.

It is still uncertain whether the Games will be held later in the semester or completely abandoned for the year. Mrs. Roosevelt of the Physical Education Dept. commented that the event might be held in an abbreviated form within the next week, but the decision rests with the participating students.



The iron gates erected on College Walk last winter were locked for much of the week against outside agitators.

### History Major Requirements

Professor Woodbridge, Chairman of the Barnard History Dept., has announced that the requirements for a major in history have been changed in order to liberalize the history major and to adapt to the four-course system.

The former requirements of two courses of European or American history and two courses of ancient or medieval history have been dropped. Instead, a major must take:

1. one course of Junior Readings
2. two courses of Senior Seminar
3. at least four courses in an area of concentration.

# Barnard BULLETIN

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## Pragmatic Dissent

In the wake of Monday's upheaval, we find it difficult to express our feelings of outrage. Like all members of the university, we deplore the actions of the police. But even more, we are unhappy with the set of circumstances which resulted in the use of force.

At this time, faculty and students search for some outlet for their pent-up anger. The Columbia University Student Council is circulating a petition demanding the resignations of President Kirk, Vice-President Truman, and those trustees who supported the order to bring police on campus. In their eagerness to find a single scapegoat, the students of the Council have produced a set of demands which are highly illogical. The weakness in the Council's position is its assumption that another president would necessarily have acted differently in the crisis. We also suspect that the hysteria of the moment is being exploited to support the hatred of those who have a longstanding hatred of President Kirk.

The petitioners forget that college administrators — like Grayson Kirk — are by nature "conservative" in their function as preservers of the university. And the violence did not result from the attitude of a single faction. Disapproval of the police violence should not cause us to forget the wrongs committed by the demonstrators. After a week of anguished pleas from the faculty, the students remained intransigent in their demand for amnesty. Meanwhile they encroached upon the liberty of 27,000 students who were not able to attend classes.

The stalemate of the university could not be allowed to continue. The student demonstrators showed no willingness to make reasonable compromise after the administration had compromised on the gym and IDA. The semester must go on, and the university must return to its business of education and not agitation.

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## Amnesty

Amnesty is an act of grace by which those who may have been guilty of an offense against an institution are restored to the position of innocent persons within that institution. It does not bestow legitimacy upon any type of action; it covers past actions and does not imply future rights. What it implies, I think, is that the circumstances in a particular case either justified or rendered excusable actions which normally would not be justified or excusable.

The arguments against amnesty seem to be: (1) The students' actions are not justified by their ends. The administration, despite vigorous protests from many sources, repeatedly refused to reconsider the gym. Nothing short of an action like this, from students or from the black community (or, as in this case, both) could, I think, have moved them. The IDA issue is less immediately pressing. The faculty committee looking into it will make its report soon, and I do not think that this issue alone would have justified such action at this time. But the gym did.

I have also heard the argument (2) that if they believe their actions are right, they should be prepared to take the consequences. They are prepared to accept unpleasant consequences, but they are not prepared to accept as legitimate what they believe to be unfair. They are probably right.

The argument that I have most often heard from the administration is (3) order must prevail if the university is to exist and order demands that students who seize buildings be punished. True, order must prevail and it would be intolerable to think that buildings will be seized routinely.

But what will prevent repetitions of this week's unfortunate occurrences is not any particular punishment of the demonstrators, which, light or severe, will be totally ineffective, but changes within the university structure which get at the causes of such disturbances. If the rules were reasonable, fairly made and fairly enforced, and if the university were more responsive to the legitimate demands of its students and the surrounding community, there would not be a danger of massive rebellion.

In the past, I have said that I believe amnesty was the right course, but that the students in the building could afford to, and probably should, compromise on this issue. Last night (Sunday) about seven o'clock I changed my mind when members of the Ad Hoc Faculty Committee guarding Low Library decided, under pressure from the so-called Majority Coalition, not to let food be sent into Low. I left Low, and joined a large group of

unaffiliated people at the Sundial.

The Sundial group, which will maintain a vigil until the crisis is over, aims to prevent the use of police force against campus protestors. Most of its members think that although the question of amnesty is negotiable, it is more important to keep the police off campus than to insist upon token penalties for the demonstrators. I think they are right and will join the many other faculty members who were there in attempting to get the Ad Hoc Faculty Committee to consider seriously for the first time the question of amnesty.

SUE LARSON

**Editor's Note:** Miss Larson is an Associate Professor of Philosophy at Barnard.

## Open Letter

The activities of the past week have illuminated important aspects of Barnard's relationship to its students, university and environment as a whole. It doesn't exist. As Barnard students, we feel ourselves an integral part of Columbia University; a role which our own administration's actions have blatantly denied. Although they appear perfectly willing to pursue a policy of educational apartheid, we must acknowledge our responsibility as a part of Columbia University.

That Broadway separates us physically does not mean that the events of the past week have not taken place here. The Barnard mentality is, not inherently apathetic; it has been created and perpetuated by an antiquated structure of student-faculty-administration relations. The events of the past week cannot be ignored nor the actions attributed to a militantly organized minority, who have no respect for the system. They have not retreated into apathy, but rather openly expressed with great courage a deep concern for a structure which has not recognized the validity of their opinions.

It is indeed unfortunate that the events of this past week had to occur, but we cannot deny the positive action and changes in attitude which have taken place solely because of them. An opportunity has been presented to stimulate very necessary re-evaluations and changes in the relationships between Barnard's administration, faculty, and students and the reality of Barnard's membership and responsibility as part of Columbia University.

Although Barnard has no power in policy decisions involving the gym and IDA, as students of Barnard College within Columbia University we are paralyzed by an identical lack of available means of communication. Indeed, we feel that any attempt to communicate or influence is discouraged. The existence of students, faculty, and the administration as separate and mutually exclusive forums of closed thought is completely contradictory to our stated purpose as a community of scholars.

Judy Golub '70

Stephanie Waldman '70

## Senior Scholars

In a previous issue the BULLETIN carried an article by Cynthia Logan, our first Senior Scholar, describing some aspects of the Senior Scholar program.

This accurate and well-written first-hand report on a new academic venture at Barnard must have been interesting to many students and faculty members.

Because the Senior Scholar Program is not as well known as it should be, some further comments may be useful to students who may be considering it.

The program itself grew out of a suggestion in the report submitted by the Committee that drafted the four-course proposal. This report was concerned principally with "freeing" the curriculum and instituting programs of study in which the student would be increasingly responsible for her own education. Miss Logan's application to spend a year as a creative poet seemed to be just the kind of activity for which the program was designed. As she noted in her article, however, her choice involved a great deal of "solitary confinement." Such a situation should not be the general lot of senior scholars for in instituting the program it was assumed that most of the scholars would want to attend a course or courses closely concerned with their area of individual study.

It would be unfortunate if the program at its inception should be characterized by an excessive disengagement from the life of the College. Although all individual work involves solitary effort, it need not follow that the senior scholar be relegated to a monastic life.

HENRY A. BOORSE  
Dean of the Faculty

## Alumna '51

The aspect of the Affaire LeClair which troubles one Barnard College alumna the most is not the breaking of a college rule, or even the legitimacy of the rule itself. The violation of the college's precious though delicate Honor System is the greatest tragedy.

In former days, enrollment in the college automatically implied acceptance of the privileges and responsibilities of the Honor Code. This was known to apply not only to the unproctored examination and the use of source materials in all academic work, but to all aspects of college life. To deceive deliberately college authorities in any matter was and still should be considered a violation of that Honor Code.

NAOMI LOEB LIPMAN '51

## Grass

Friday, April 28, 1968, was an unusually beautiful day on the Columbia campus. The sun shone, the cherry blossoms blossomed, and Alma Mater on the Hudson's shore luxuriated in all her verdure. Unfortunately the demonstrators, both for and against whatever it is, did not appreciate the flowering of spring and the start of daylight savings time. As if they were not satisfied with having stomped the sod outside Fayerweather on Thursday, the militants made a stronger assault on Friday, this time trampling the turf outside Hamilton.

The bushes on Van Am quad were another casualty.

The indiscriminate killing of grass must stop immediately, before Columbia's natural resources are dangerously depleted.

J. F. BERLAP  
Professor of Ecology

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# "The Trampling Of The Tulips Where The Grapes Of Wrath Are Stored"

By CATHARINE STIMPSON

I agree, in principle, with the demands of the demonstrators. Granting amnesty is an unappetizing gamble, but the alternative, the police, is riskier still, and in practical and moral terms, I find it illogical to punish the demonstrators because they made the University recognize the legitimacy of their demands. I find some of the demonstrators' tactics deplorable, much of their behavior self-indulgent and juvenile, and many of their compulsively anal taunts offensive. Still, in substance and style, their militant honesty is far better than oppressive blandishments and veiled threats.

The last days have made the folly of convention obvious. The genuinely weak men are not the anonymous, but those who cling to one set of lines, one role, written for a dated play. I refer primarily to most of the trustees, some high officials of the Administration, some of the most benighted jocks, and to the press. They could not, would not, stop being who they were, even when who they were was, at the very least, patently inadequate. Sadly, weak men are often self-interested bullies, and some even devious and corrupting influences.

Some demonstrators, particularly in the S.D.S., wrapped in self-willed revolutionary roles and rhetoric, also flaunt the selfish blindness of inflexibility. Militant right and militant left share one quality: the self-righteous conviction of moral purity. To admit truth



Faculty members defend demonstrators and prevent violence on Low Plaza.

in others becomes a stain; to permit others to be truthful a peculiar species of moral rape. The political consequences of this loss of charity are enormous and appalling. It does so happen, however, that the militant left has far greater, real claims on moral honor.

In the tremor and excitement, reason and non-violence appeared to slow a path to justice. It takes a generous act of faith to believe that the University would have changed stagnant policies if the demonstrators had not seized, with varying degrees of hoopla, five official buildings. The guardians of law and order

have inspired, through their own resistance to moral and political necessity, much of the excess they now piously deplore. The unspeakable war in Viet Nam may offer a parallel.

Still many persons are working to provoke justice into being and still overleap irrationality and idiocy. I want them to succeed. I respect the dignity, shrewdness, discipline, and authentic sense of purpose of the black students in Hamilton. I respect the intelligence and integrity of the leaders of the Ad Hoc Faculty Committee, such as Professor Westin. I respect hundreds of faculty and staff members and students who are showing conviction and good will, both unilaterally expressed and communally conceived, in action. The sheep and the goats are finding their fields.

Since Tuesday some of those without power learned the humility of the impotent. Some of those who seized power showed their limitations. Some of those who held power proved their dangerous stubbornness again. Comedy traditionally exposes such faults and hamstringing vices. But we, perhaps ignorant of the lessons of comedy, seemingly have chosen to write our own, to hobble through our own unchoreographed danse macabre. The audience, I suppose, is actually the future. Authorities of the present, new and old, might well remember that the future generally selects not the conventional, but the changing, not the obedient, but the questioning, to occupy stage center.

Editor's Note: Catharine Stimpson is an instructor in English at Barnard.

## Seige Of Morningside Open Letter To All Students

By RICHARD GUSTAFSON

What has disturbed me most in the recent events at Columbia has been the posture of outraged moralism taken by so many administrators, faculty, students and trustees. Most of these same people, in less hectic times, consider themselves enlightened, perhaps even intellectuals or liberals: they are against war in the abstract, they advocate equality for blacks in the abstract; they even believe we should teach students that there is such a thing as good and evil.

Yet the daily behavior of these people contradicts their desired public stance; as moral entities they are bankrupt even while they pose as white knights.

Take one typical bit of moral outrage: how can SDS or the Afro-American groups believe in civil rights when the actions of these minorities are themselves interfering with the rights of the majority (i.e. the right to use classrooms)? This question is asked by the person who would approve a march in some Southern town where a Negro group disrupts the traffic and business activities of the area. . . . This question is asked by the person who is "liberal" and "rational" so long as this stance does not interfere with his own personal comfort and safety.

In short, this question is asked by the person who supports civil disobedience only on some one else's time or territory. This person publicly mourns Dr. Martin Luther King and yet continues to oppress his people, thereby preserving his public moral posture and his private middle-class comfort.

Let's set the record straight. The whole point of protest civil disobedience, and other non-violent forms of resistance is that they do disrupt the structure. What is frightening is that so many people panic when they cannot rely on this solid, if morally corrupt structure. Not knowing what to do, they just continue to spew out their irrelevant and meaningless moral phrases. In the heat of moral outrage, they can even declare a major issue a "false issue."

Or take another bit of moral outrage: the students must be punished for their illegal action because general amnesty would but open up the floodgates of anarchy. This amounts to saying that "legality alone determines morality and justice," to cite the unfortunate but telling words of vice president Truman. But, alas, legality does not determine justice or morality; it's just the other way around.

Furthermore, did not the University itself first fall back on the argument that the end justifies the means, when it justified the gymnasium in the park by the facilities it would make available to the community? Should we react with such moral outrage when the students use these same subterfuges? The students have learned their power tactics from the University itself, just as militant blacks have learned their violent tactics from the U.S. government in Vietnam. In brief, the University, by its immoral behavior, has abdicated its right to judge others.

What is at stake in the events at Columbia, just as in the whole country, is not the disintegration of legal process but moral vision. "Strickmanitis" eats away at the fibre and tissue of us all. . . . We must develop our moral concern for the realities of life about us and stop our pseudo-liberal, pseudo-moral outrage at the breakdown of laws which are based on an immoral order.

The present structure is not necessarily right just because it preserves a kind of order. After all there is right and wrong order, just as there is right and wrong chaos (called individualism and anarchy respectively). In unstructured situations a liberated human being responds confidently and quickly to all demands because his actions are guided by a healthy central moral system. But bureaucrats of the soul respond with fear and inappropriate behavior because their lives are based on legalistic structure rather than moral vision.

Editor's Note: Richard Gustafson is an Associate Professor of Russian at Barnard.

Dear Students:

It is Monday night 8:30 p.m. Life around us at the University is more confused than ever. After two hours in front of the Low Library I personally feel so physically tired and exhausted that I cannot go any further. All I can say at this moment is "Let us wait, I am with you."

At this point I do not wish to discuss any issues. I have heard so much about them and said perhaps too much about them. I shall limit myself to one remark: in my opinion we are dealing with pure symbols which six months from now — perhaps six days — will be conceived of in a completely different tone from today. What I felt most intensely throughout these painful five days of crisis was that what was at stake was the life of our University, yours as much as mine, a University which is not situated in Prague or in Warsaw (and not even in Rome), but in New York City in the heart of the United States, a University which has committed many mistakes but not crimes, a University which is in many ways rigid and clumsy in its constitution, but where channels were still open for expression of opinions even in the strongest manner without recurring to violence. Having lived a good part of my life under a dictatorship and contributed, although in a modest way, to political changes in my former country, I was and am deeply convinced that my students should have taken full advantage of the situation in which they are. At the same time I was



Demonstrators sun themselves on the windowsill.

and am convinced that, in spite of some carnival atmosphere that some of the occupied buildings revealed at moments with the continuous exception of Hamilton Hall, some of our students in the buildings were sincerely motivated, and I have for those particular students respect and sympathy.

There is no doubt in the mind of most of us faculty members that have met together through the period of crisis that changes have to take place in our University. I hope and pray and trust that the relationship we have developed between faculty and students and faculty members among themselves during these past five

days will be a solid basis for a renovation of our university, which I trust will take place without violence and without the breaking of the laws which permit the existence of our society.

Tuesday morning 6 a.m.: I get up and hear the news. I am heartbroken and silent. I feel all I could say is meaningless at the moment except for one thing. I wish to state that I am now as before very much with you all. We have met. The dialogue has just begun. It must continue.

MARISTELLA LORCH  
Professor of Italian  
Barnard and Columbia  
College

## Why Did They Strike?

By FAYE SILVERMAN

"The times they are a-changing." (Dylan)

Student strikers were trying to bring about change but university administrators showed that Dylan was wrong — times haven't changed too much. Early

Tuesday morning, administrators decided to use brute force rather than reason to settle the student strike.

The use of violence is hardly extraordinary. Violence is, after all, as American as apple pie. American citizens pretend to show violence yet the napalming of Vietnamese children continues, guns continue to be freely sold, and nighty muggings and slaying occur on city streets. What is unforgivable, however, is when a university resorts to

violence. A university should, after all, set a good and intelligent example for the nation.

Why did the students strike? Strikes don't just occur. Although they may be unplanned, they are the result of a long build-up of grievances. As students around the world and U.S. labor leaders who have led strikes know, the tactic of striking is a last resort. Negotiations, as in this case, are tried first, since a successful strike in the

(Continued on Page 4)

Articles by Miss Stimpson and Mr. Gustafson were submitted to BULLETIN on Monday, April 29, before the police action occurred at Columbia.

## Moderate Takes Stand

Maurice Z. Shroder, Associate Professor of French

I am unhappy that to describe my position I am forced to fall back on the phrase "middle-of-the-road." I suppose, however, that it pretty well sums up my opinions. On the one hand, I do not feel that the students involved in the demonstrations at Columbia should be suspended or expelled; on the other hand, I believe that if the University takes no disciplinary measures whatsoever, its lack of action will be equivalent to the destruction of those principles of reason and order that give significance to any institution.

My position is dictated by the reservations I have in regard to the actions of both the University and the students. The administration at Columbia has acted as unfortunately in the past week as it could; the original grounds for protest — the University's cooperation with IDA and the construction of the new gymnasium in the face of serious disagreement — strike me as unquestionably just. I cannot, however, make myself believe that the violent disruption of the University's functions is the best method by which to accomplish the original aims of the protestors. I am even more disturbed (and increasingly so, day by day) that the students involved in the protest seem to care more for absolute amnesty than they do for the goals they had apparently set for themselves at the beginning.

I have signed the petition supporting the recommendations of the Ad Hoc Committee. I hope that both the administration and the protesting students will subscribe to those recommendations. My most fervent hope is that the University will be able soon to resume its ordinary functions. Nothing will ever convince me that those functions are without meaning or purpose, especially in the midst of the political and social chaos which confronts us every day. April 30, 1968: I add this hasty post-scriptum in the light of last night's raids and arrests, which represent for me the worst possible way in which to "restore law and order." The Ad Hoc Committee was trying to mediate between what were apparently two completely intransigent factions. I do not feel that last night's developments can possibly serve to strengthen reason, trust, or the reputation of the University. I am, quite honestly, appalled.

## Strike

(Continued from Page 3.)

face of a powerful administration is hard to pull off.

Some of the built-up grievances have been clearly articulated by the strikers. Students have been told that college is suppose to teach one to establish his own values and to live by them, to take responsibility for one's actions, and to respect and learn to co-exist with one's neighbors. When students look to the administration for an example, however, they see only hypocrisy.

They notice, for instance, that President Kirk has publicly stated his opposition to the Vietnamese war, yet Columbia has continued to profit from ties with IDA. They have seen President Kirk mourn for Dr. Martin Luther King, yet know that Kirk has refused to cease construction on the gymnasium in spite of community protests.

It is only natural, then, that students who have been taught to feel responsible for their community wish to have a voice in administrative policies. They wish to overrule hypocritical decisions by returning decision-making power to students and faculty.

In the days to follow, let us hope that any students who are still apathetic to the strike issues will realize that the tools of their education (e.g. disciplines such as sociology and economics) will be useless if the broader goals of education aren't met. Let us hope, too, that adminis-

trators realize that a university can't exist without students and faculty, and will begin the restructuring process needed to make Columbia part of our present era. Until students and faculty are given a meaningful voice in decisions which affect them, the violence and bloodshed will inevitably continue.

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## Columbia And Harlem

By KATE MILLETT

The student strike has brought inescapably to Columbia's attention its arrogant disregard of the community in which it is situated. Like a great white tower, the university stands over Harlem, oblivious to those whom it oppresses by its very appearance. "Privilege" such as Columbia's hardly exists in our century — it has an uncanny archaic and even surprisingly Feudal flavour in the twentieth century. So entirely does the University "think white" that it has been quite incapable of seeing anything amiss in expropriating its neighbors' park, then in a gesture of noblesse oblige, conceding back to the inhabitants a segregated entrance and a big fifteen per cent use of special facilities.

### Historical Change

Meanwhile there is a great deal to be done to carry through the goals of historical change. First of all, the university must set about with very deliberate speed to really integrate itself. Not only must it cease to exploit the Harlem community it must open itself to the black world it has so long and so flagrantly dominated and excluded. A graceful way to begin would be to offer to donate a nineteen million dollar recreation center for the exclusive use of the Harlem community. If

Columbia will not do this, it must entirely and permanently abandon construction of any gymnasium in the park.

Knowing the habitual close-fisted nature of the affluent, I have some other more pertinent suggestions, ones that will apply to Barnard as well as Columbia. During the course of four days and nights at the University, I attended a meeting of junior members of the Ad Hoc Faculty committee on Friday afternoon. Those who met on the third floor of Philosophy Hall were the preceptors and instructors, the young blood of the institution and its progressive new arrivals. There were one hundred people in the room: eighty-six white males, thirteen white females, and one black male (an African, not an Afro-American). Among us only one black teacher and downstairs in Ad Hoc Proper only two or three more — and the University wonders why it has "trouble!"

### Faculty Integration

The only remedy for this is for the teaching staff at both Barnard and Columbia to set itself the goal of integrating its faculty on proportionate lines. The Ad Hoc Faculty Committee should remain just to do this. And the University should make it an admission policy (as Princeton has done) to assure us

that one-ninth of its entering Freshman class be black candidates for degrees. Were we to follow this course, the day would soon come when blacks would constitute a much larger proportion of the student body than their proportionate numbers in the population — as now certain other groups do. But until the B.A. threshold is assured black people will continue to be deprived of the precious asset of education. A large sum of money must also be set aside for black scholarships. If "qualified" black men and women do not apply to the University as students and teachers, (and this speaks ominously for the reputation of the University) then they must be found: the mountain must go to Mohammed for once. We may be the last to get in line but we must speedily become the ones to lead the way.

We must now really 'take care of business' — that business which the strike has brought home to us — and dedicate ourselves to realizing the reforms the strikers have so urgently brought us to respect.

Editor's Note: Katherine Millett is an instructor in English at Barnard. Her statement was submitted to BULLETIN on Sunday, April 28.

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# Hilsman Backs RFK Candidacy

Roger Hilsman, Resident Professor of Government at Columbia in the College and the School of International Affairs, served under John F. Kennedy's administration as Director of the State Department's Bureau of Intelligence. In 1963, Kennedy appointed him Assistant Secretary of State for Far Eastern Affairs. Professor Hilsman made the following remarks to a BULLETIN reporter:

I believe Democrats could happily support any of the three now running party candidates—Humphrey, Kennedy, and McCarthy. The goal is to get the ablest President we can and the strongest candidate to beat Nixon. As President, Nixon would be ten times worse than the present Administration in the cities and equally bad on Vietnam War policy. But Nixon is making a sophisticated and subtle appeal to the white backlash. There is no doubt that the long, hot summer ahead will strengthen Nixon.

There is a tradition in the Democratic party to have a free-for-all in the primaries. I'm all for that. But the Democrats must avoid saying things about each other that will strengthen Nixon. I hope that all Democrats will support the candidate of their choice through the primary period — but with dignity and fairness so that they can unite to defeat Mr. Nixon in the fall.

For my part, I am for Kennedy for three reasons. One is because I think he is the ablest candidate. I have known all three candidates personally; I

admire all three and will support whoever is nominated. But when I remember Kennedy's role in the John F. Kennedy Administration — in the Cuban missile crisis and the fact that he advocated withdrawing from Viet Nam in 1963 — I feel that



ROGER HILSMAN

he has more understanding and ability than the others.

It is not going to be easy to get out of Viet Nam. People who think that all you have to do is withdraw don't realize how easy that policy is to sabotage. It will take a man who has an intimate knowledge of the intricacies of Viet Nam and of the workings of the executive branch to get us out with any honor left at all. Kennedy has this knowledge and experience. It will also take a very tough guy to get us out with any honor. The hawks in Washington will be a problem, and so will Thieu and Ky. Kennedy has the necessary toughness.

My second reason for supporting Kennedy is that I think he

is the strongest candidate. It would be unwise to underestimate the formidable strength Mr. Nixon will have by the end of the summer. Mr. Humphrey, though admirable in many ways, will have to run on the record of the Johnson Administration, which is a weak case. Mr. McCarthy, though he has conducted the most courageous and admirable campaign, does not have either the name or the necessary longstanding affiliations with the party organizations throughout the country. Kennedy has all these strengths, and we will need every ounce of strength against Mr. Nixon.

Finally, Kennedy has one other important strength. Nixon will appeal to the white backlash. Kennedy, on the other hand, will offer not only positive programs for dealing with the cities but also bold ones. Irish, Catholic, and a Kennedy, Robert Kennedy has a fundamental appeal to the majority of urban working class whites. At the same time, he is the only candidate I know who can go to Watts, have the public address system break down, and still be cheered.

He has the necessary appeal to the two sides in the conflict here at home, and he has the guts and imagination to offer positive, bold programs for removing the source of the trouble rather than relying on repression, as Mr. Nixon would do. He is the one man who has a real chance of healing the wounds in our society and, in the words of his brother, "getting the nation moving again."

# Elliff Statement Supports Kennedy

By JOHN T. ELLIFF,  
Asst. Professor of Government

The presidential campaign is now in its third stage. The first, from November through February, was dominated by the question: How can the people have a choice to express their views on the war? Senator McCarthy's candidacy was the answer.

The New Hampshire primary raised a second question: How can Lyndon Johnson, despite the odds, be denied the nomination? Robert Kennedy's entry bought formidable political resources to the task of defeating Johnson. It was a long-shot, but not impossible. We will never know whether the Kennedy candidacy influenced Johnson's decision to retire. It didn't hurt.

With Johnson out, a pair of questions have become crucial: Which candidate stands the best chance of defeating Richard Nixon? Who would make the best president? The answers to both are difficult, but here's one opinion.

In close elections, as 1968

surely will be, one bloc is crucial to a Democrat's victory. The urban, lower-income voters must be mobilized. When John Kennedy won in 1960, his greatest gains over Stevenson's 1956 vote came among skilled and unskilled workers, non-college graduates, Catholics, and Negroes. (Key, "The Responsible Electorate," p. 116) White-collar workers, professionals, and college graduates remained more firmly in the Republican camp.

The main barrier to winning the votes of the urban poor in 1968 is not Nixon but apathy. The Democratic candidate who is not identified as their champion will fail. My subjective, un-scientific judgment is that Robert Kennedy has the greatest appeal.

Elected with the support of the urban poor, Robert Kennedy would be clearly mandated to end poverty, re-build the cities, and achieve racial justice. It is this mandate that would make Kennedy the best president.

# Students Request Guard For 620 Residence

By MARILYN BAIN

Barnard's housing directors are concerned of late over what they term a number of "incidents" in regard to safety in the '620' residence.

Mrs. Myers, Housing Director, is reluctant to be specific concerning these incidents. She states that no one has been seriously harmed. The incidents occurred because girls are in the habit of opening the locked main door to people they do not know.

Several '620' residents have asked that the school provide some sort of protection within the building. Mrs. Myers feels that the major problem in granting this request lies in Barnard's peculiar situation in '620'. Although the school owns '620', Barnard students occupy only nine of its apartments or 25% of the building. Other tenants have proven reluctant to move out. Mrs. Myers feels that a doorman would only increase this reluctance.

The Housing Office is therefore considering a compromise solution. The school would provide '620' with a guard who would be responsible only for Barnard residents. This guard would be on duty from the late afternoon to midnight. A check system would be set up whereby each girl would make a check mark next to her name when she leaves and again upon return. Mrs. Myers stresses that this is merely a safety precaution and not a means for Barnard to assert control over the actions of any of its '620' residents.

Barnard girls in '620' will be questioned concerning their willingness to comply with this check system. If they agree, the system may be put into effect this year. Says Mrs. Myers, "We are waiting for the girls' decision to want this."

# 80,000 March For Peace

By ESTELLE FREEDMAN

To the surprise of few, New York City's April 27th Peace March against the war in Vietnam was large and boisterous. In spite of the sparse Columbia representation, the West Side anti-war gathering bulged along Central Park West into the Sheep Meadow where feeder marches converged for the afternoon's rally.

A smattering of Barnard and Columbia students could be viewed on the path to the park, along with a notably heterogeneous crowd ranging in age and affiliation from Veterans Against the War, Jewish Women's Clubs for Peace and the Great Neck Peace Committee to Returned Volunteers (Peace Corps) and the W. E. B. duBois Clubs. Various street organizations, as well as Democratic clubs, Republicans for Peace and McCarthy campaigners marched to cheers of "Peace," "Yove" and "Eugene."

By 2:00 p.m. Central Park

was approaching a carnival atmosphere: besides the usual Good Humor and hot dog stands, authorized vendors sold peace posters and buttons, and SANE scarfs and aprons. Overhead, balloons hand-decoyed with love and peace symbols mingled with kites and banners. The scene was reminiscent of the Easter yip-out in audience atmosphere, although the peace demonstration was more highly organized, the Easter gathering came off with less confusion. At Saturday's demonstration, a sky overcast with clouds and noisy helicopters threatened the estimated 80,000 participants and spectators; fragments of side demonstrations marred the central effect; failing audio equipment left much of the crowd beyond the range of the speakers' voices.

Pete Seeger led in traditional protest chants, followed by dignitaries from both the radical and establishment peace camps. Coretta King and John Lindsay,

the foremost attractions, were received with varied responses. Many demonstrators represented civil rights rather than peace groups; displaying memorial signs for Dr. King. During the mayor's speech, outbursts of booing occurred.

A contingent of Columbia students arrived late, pleading for support for strikers in the form of money and marchers to the gym site in the evening.

Even while stragglers continued to pour into the Meadow, many of the participants began their exit early in the afternoon. Police patrols, already numerous in the park, were stationed in reserve at the outskirts, providing a popular target for the shots of hundreds of photographers in attendance.

"The War Is Not Over Yet!" the posters proclaimed, but the attitudes of families out for an afternoon's demonstration and the pervasive holiday spirit emphasized the new optimism even in the midst of protest.

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One Honor System Dies

Apathy Over Honor At C. C.

By ROSE SPITZ

Last year the Columbia Commission on Academic Integrity presented Columbia College with a referendum to institute an honor system. This proposal was rejected by the students.

This honor system, consisted of an honor code and a constitution for an honor board. A few of the significant articles of the code are worth quoting to give an idea of what the system was about:

"Article II. Students shall neither give nor receive assistance or make use of any unauthorized material during any examinations or quizzes.

"Article IV. No proctor shall be present during any examination.

"Article VI. Students shall take positive action should they observe anyone giving or receiving information or making use of unauthorized materials during examinations. Such action shall be either:

- a. to report, in full detail, the incident to the Honor Board, or
- b. to discuss the incident with the student involved and to request him to report himself to the Honor Board, or
- c. to do both."

When the Code was adopted, all students at the College were expected to sign a pledge stating: "I am familiar with and will adhere to the provisions of the Columbia College Honor Code"

Reporting Clause

Article VI, quoted above, was an especially important provision of the code. It is what is known as a "nonmandatory reporting clause," and it was incorporated into this code because a mandatory reporting clause had been largely responsible for the defeat in 1958 of the last honor system proposed at Columbia.

The 1966 honor code very shortly met with opposition at the College. A letter in the Oct. 18 SPECTATOR against the honor code, said that it would not decrease cheating, and described the code as the "simple replacement of one proctor with a roomful of them."

Atmosphere of Suspicion

Many students also opposed the honor system because they were afraid that the reporting clause would create an "atmosphere of suspicion" in the classroom

Opposition

One of the staunchest opponents of the honor system was Eric Bentley, Professor of Dramatic Literature at Columbia. He said, in a statement read to his class, "In this thoroughly morbid society, we need to keep an eye on each other. I'm afraid. Mutual trust — except among personal friends — won't generally be practical until our society is rebuilt on a sounder foundation." He also said that

Columbia could not be reformed until the whole of society was reformed. Professor Bentley was the first faculty member to publicly declare himself against the honor system. On April 18, 1966 the faculty of Columbia had voted in favor of the honor system.

The honor system even met opposition from SPECTATOR. In an editorial on Oct. 24, SPECTATOR announced itself against the honor system because the system would "violate (the) precepts of (personal) integrity and (individual) conscience."

Advocates

The honor system did, however, find some advocates at Columbia. There were several letters to SPECTATOR supporting the system, including one from Judy Shapiro '67B, Chairman of the Barnard Honor Board. Harland W. Housington, Assistant Dean for Financial Affairs, wrote to SPECTATOR objecting to Professor Bentley's attitude. The Dean said that "an honor system at Columbia could be one of these steps (leading to a better society)"

The Commission on Academic Integrity conducted a campaign, to gain student support for the honor system. The Commission canvassed the dorms, held floor meetings, and conducted an open forum in Wollman Auditorium. The forum was a disappointing affair, for only fifteen students attended it. An article in the Oct. 18 SPECTATOR said: "Members of the panel favoring the proposal emphasized to their fifteen-man audience that the most serious problem facing the honor system was student apathy." Thus, as was very shortly demonstrated, was a gross understatement.

Students Apathetic

From Oct. 29 to Nov. 2 the College voted on the referendum for an honor system. To be accepted, the referendum needed a 2/3 vote in favor, with those in favor constituting at least half of the College enrollment. In a SPECTATOR article on Sept. 20, Robert Friedman wrote: "In recent years, no College issue brought to a vote has won the support of even a majority." And on Nov. 3 Charles Skoro wrote: "College students have been notably apathetic in past elections. It is understood that no more than 30% of the student body has voted in any election in recent years." This referendum was no exception. The referendum was "overwhelmingly defeated," as Charles Skoro wrote on Nov. 3. Only 1344 students, not even 20% of the student body, bothered to vote, and, of these, 773 voted against the honor system.

Apathy was certainly the primary factor responsible for the defeat of the honor system.



Students in Lehman Library. The Honor System is often ignored in the library.

Board Rep. Speaks

Will Honor System Live?

By MARIA GARCIA

"We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake." Thus reads the last line of the Barnard College "Honor Code." The Honor System is an integral part of the Barnard College community. As students here, we are influenced by the System each time we enter the Barnard Library or sit down to take an examination, in every area of our academic life. Theoretically, the System is based on respect for the integrity of the individual student. The System acts and exists in recognition of this integrity and strives to provide the type of atmosphere that is most conducive to study and learning.

A Different Story

In practical terms, the situation today illustrates a much different story. Obviously, it is more comfortable to take an unproctored examination than it is to have professors constantly peering over our shoulders. A relaxed atmosphere in the exam room is preferable to a formal one. It is much easier to be able to walk out of the library without emptying out our briefcases or opening all our books to the careful scrutiny of an ever-present guard. It is unfortunate that some students have chosen to misinterpret this freedom as an invitation to violate rules.

Library Problem

As an Honor Board Representative, I cannot attempt to appraise the existing situation in the classroom. That is the responsibility of all students and faculty members under the Honor System. On the other hand, there seems to be daily evidence

of the many infractions that occur in the Barnard Library. All one has to do is listen to the complaints of students, faculty, and library personnel on the subject. Clearly, part of the problem lies within the mechanics of the operation of the library. In many cases there are insufficient books and the pressure is great on all concerned.

Communication Problem

I have experienced the operation of the Honor System not only as my class representative for two years, but as an interested, involved student as well. I know that part of the trouble lies with communication. Honor Board often fails in its attempts to make students aware of the advantages and shortcomings of the System, and to solicit their help in solving the many problems it faces. On the other hand, as with so many things today, the Honor System is accepted because it exists, but not valued highly enough because it is taken for granted.

Honor Board knows how cumbersome and distasteful it would be for most students to have a tremendous set of detailed rules to be followed at all times. We are constantly seeking ways to avoid this at Barnard.

Commitment

Honor Board members are always willing to discuss issues related to the Honor System, and I am sure that most faculty members feel the same way. If you want to know something, there are always ways to find out. Preserving our Honor System and making it work for us will require commitments of time and energy on your part as students as well as ours, as your Honor Board Representatives.

Charles Skoro said in the same Nov. 3 article "Apathy has plagued the Commission (on Academic Integrity) in practically every part of its work." A letter to SPECTATOR on Oct. 28 from Dean Housington blamed apathy for student opposition

to the honor system. John Viebranz, the Commission Chairman, who had been considering revision of the code if it were defeated, now decided such revision useless because apathy destined the system to be ineffective even if passed.

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SUNDAY, MAY 5

11:00 a.m. HOLY COMMUNION — Book of Common Prayer and Sermon by the Reverend Philip T. Zabriskie, Executive Council, The Episcopal Church  
Music by the Chapel Choir

9:30 a.m. Holy Communion, Lutheran

5:00 p.m. Mass, Roman Catholic

THE PUBLIC IS WELCOME AT ALL SERVICES

Any student who has an apartment which will become available in September or knows of any apartment in the Columbia University vicinity is requested to submit the information on the available cards in the housing office. Students looking for apartments in the area will then be permitted to refer to these cards.

(Barnard College can take no responsibility for apartments which are located through this undergraduate project.)

# The Week

May 1  
May 7

## Wednesday, May 1

**Luncheon-Discussion:** "Vedanta and the Spiritual Life," by Swami Pavitránanda. Lunch: 65¢. Unitarian-Universalist Assn. Dodge Rm., Earl Hall. 12 noon.

**Advanced Hebrew Club,** 411 Barnard. 12:00-1:00 p.m.

**R.A.A. Awards Tea,** Brooks Living Room. 3:30-5:30 p.m.

**Interfaith Discussion:** "Religion and the Man of Tomorrow," led by Rev. Henry Malcolm, Dodge Rm., Earl Hall. 7:30 p.m.

**Lecture:** The Arab-Israeli Conflict — Recent Phases," by Dr. Fayez Sayegh, Advisor to the Embassy of Kuwait, Washington. Arab Students Club. 309 Havemeyer. 8:00 p.m.

**Recital:** Eleanor Sternberg, pianist, and Josephine Mongiardo, soprano. Works of Beethoven and Schumann. James Rm., Barnard. 8:30 p.m.

## Thursday, May 2

**International Luncheon Discussion,** "Community Organization in Harlem," with a community leader, Earl Hall Office for Foreign Student Work, Lunch brought or bought (70c), Schiff Room, Earl Hall, 12:00.

**Thursday Noon Meeting,** College Parlor, 12:00 noon.

**S.D.S. Meeting,** 411 Barnard Hall, 12:00 noon.

**Gallery Talk,** "Realism in Painting," Margaret V. Hartt, Metropolitan Museum of Art, 2:00 p.m.

**Gallery Talk,** "Special Exhibition: Painting in France 1900-1967," Allen Rosenbaum, Metropolitan Museum of Art, 2:30 p.m.

**Art History Reception,** James Room, 4:00 p.m.

**Dormitory Tea,** Brooks Living Room, 4:00 p.m.

**Balkan Folk Dance,** with Martin Koenig, Dept. of Physical Education, James Room, Barnard, 7:30 p.m., 75c, 50c with CUID.

**Piano Recital,** Francis Heilbut performing Beethoven, MacDow-

ell, Mozart, Chopin and Debussy, Auditorium, Casa Italiana, 8:00 p.m.

## Friday, May 3

**Lecture:** Medieval Paris, by Linda J. Lovell. Grace Rainey Rogers Aud. Metropolitan Museum of Art. Free. 2:30 p.m.

**Dormitory Tea,** Brooks Living Room. 4:00-5:00 p.m.

**Lecture:** "The Spiritual Odyssey of Nikos Kazantzakis," by Kimon Friar, Greek poet and translator. Institute on East Central Europe. 319 Uris Hall. 7:30 p.m.

**Barnard Student Dance Concert:** Student compositions and a new work by choreographer Art Bauman. Admission: \$1. Minor Latham Playhouse. 8:00 p.m.

**Film:** "Bicycle Thief." Admission: \$1. SDS, Harkness Theatre. 8:00 p.m.

**Square and Folk Dance:** Thompson Gym. Teachers College. Admission: \$1. 8:30 p.m.

**Glee Club Spring Concert:** Tickets, 301 FBH or Town Hall. Town Hall, 113 W. 43rd St. 8:30 p.m.

**Carnegie Hall:** Philadelphia Orchestra, Eugene Ormandy, conductor. Martina Arroyo, soprano. The Rutgers University Choir. 8:30 p.m.

**John Jay Discotheque,** 8:30 p.m.

## Saturday, May 4

**Auburn Lecture,** "New Presentation Techniques: Their Impact on Education and Society," Theodore H. Nelson, writer, inventor, computer consultant, Bell Telephone, Room 3 207, Union Theological Seminary, 10:30 p.m.

**Junior Museum Gallery Talk,** "Ancient Rome," Shirley Glubok, Metropolitan Museum of Art, 11:00 a.m.

**Film Workshop for Teenagers,** "Films made by Teenagers," conducted by Roger Larson, Grace Rainey Rogers Aud., Metropolitan Museum of Art, 2:00 p.m.

**Barnard Student Dance Con-**

cert, student compositions and a new work by guest choreographer Art Bauman, Barnard Phys. Ed. Dept., Minor Latham Playhouse, 8:00 p.m., \$1.00.

**International Dance,** Morning-side International Student Assn., Earl Hall, 8:30 p.m.

**Concert,** Schubert's Mass in A Flat Major, Barnard-Columbia Chorus and the Columbia University Orchestra, McMillin Theatre, 8:45 p.m.

## Sunday, May 5

**Musical Events at Town Hall:** Anna Kalouta, Greek Entertainer. 2:15 p.m. "An Afternoon with Israeli Top Stars," 5:30 p.m. Town Hall, 113 W. 43rd St.

**Lecture:** Hieronymus Bosch, by Patrik Reuterswärd. Grace Rainey Rogers Aud. Metropolitan Museum of Art. Free. 3:00 p.m.

**Carnegie Hall:** American Symphony Orchestra, Leopold Stokowski, conductor. 3:00 p.m.

## Monday, May 6

**Dinner Discussion:** "Chinese Communist Ideology and the Evolving Third World." Dinner \$1.25, Unitarian-Universalist Association, Earl Hall, 6:00 p.m.

## Tuesday, May 7

**Chamber Music Reading:** works by Columbia composers. Alice M. Ditson Fund, Music Dept. Auditorium, Casa Italiana. 5:30 p.m.

**Curriculum Committee:** 301 Barnard, 12:00-1:00 p.m.

**Gallery Talk:** "Impressionism," by Angela B. Watson, Metropolitan Museum of Art. Free. 2:00 p.m.

**Gallery Talk:** "The Use of Light in Painting," by Blythe Bohner, Metropolitan Museum of Art. Free. 6:00 p.m.

**Reading:** Barbara Howes will read selections from her own works. James Room, Barnard Hall. 8:00 p.m.

**Carnegie Hall:** Chamber Symphony of Philadelphia, Anshel Brusilow, conductor, and Cyril Ritchard narrator. 8:30 p.m.



# BULLETIN BOARD

## Dance Workshop

A special feature of the Barnard Dance Workshop's annual spring concert, to be given Friday and Saturday, May 3 and 4, will be a new work by a guest choreographer, Arthur Bauman, whose work has been seen previously on Dance Uptown programs at Barnard. The program will include works by Barnard and Columbia students. Performances will begin at 8:00 P.M. in Minor Latham Playhouse, the \$1.00 admission fee will go to a scholarship fund for Barnard students attending the Connecticut College School of Dance this summer. There will also be an open dress rehearsal on Thursday, May 2, at 5:30.

## "The Hawk"

A \$1 admission fee has been set for persons under the age of 25 for all performances of "The Hawk" at the Actor's Playhouse. Murray Mednick and Tony Barsha have co-authored the play which had a widely diverse critical reaction. No ID is needed for admission. The Honor System is being used.



## Degree Candidacy

The deadline for filing a statement of candidacy for the degree in October 1968 is May 10. Diploma name cards should be obtained from the Registrar's Office after April 24.

## Collegiate Chorale

The Collegiate Chorale, Abraham Kaplan conducting, presents its final concert of this season at Philharmonic Hall, Friday evening May 24, at 8:30 P.M. The Chorale will perform as the major work of the evening Franz Schubert's *Motets* and *Siegessong* with Rita Shane as soprano soloist.

The program which encompasses works from the 16th century through the present will feature the 130-voice choir in antiphonal works of Gabriel Schutz and di Lasso along with other capella pieces including compositions by Brahms, Tallis, Dvorak, Gibbons, Vaughan Williams, Randall Thompson, Telemann, and Caselloni. Tickets for this May 24th concert are available either at the Philharmonic Hall box office or The Collegiate Chorale, 130 West 56th Street.

The following members of the Class of 1968 have been elected to PHI BETA KAPPA.

|                     |                  |
|---------------------|------------------|
| Arent, Margery      | Spanish          |
| Betensky, Aya       | Greek            |
| Bershtel, Sara      | French           |
| Brown, Valerie      | Chemistry        |
| Cohen, Amy          | French           |
| Dahl, Phyllis       | Anthropology     |
| DeLynn, Jane        | English          |
| Dunning, Elizabeth  | English          |
| Fame, Robin         | Sociology        |
| Federman, Dorothy   | Philosophy       |
| Fink, Rosalind      | Government       |
| Fischer, Susan      | Government       |
| Forman, Elissa      | British Civ      |
| Foster, Catherine   | Chemistry        |
| Friedman, Alice     | Chemistry        |
| Gallantz, Judith    | Economics        |
| Goldsmith, Maureen  | Biology          |
| Gröesbeck, Margaret | Italian          |
| Guwitz, Sharon      | Psychology       |
| Hellegers, Dale     | Oriental Studies |
| Howell, Susan       | Mathematics      |
| Inglis, Nancy       | Anthropology     |
| Inselman, Barbara   | Psychology       |
| Kagan, Dona         | English          |
| Kaplowitz, Karen    | History          |
| Kaufman, Isabel     | Sociology        |
| Kimmelman, Betsy    | Art History      |
| Kinzler, Jane       | English          |
| Kukura Jeanne       | Government       |
| Lefkowitz Adele     | Mathematics      |
| Leicher, Fern       | Sociology        |
| Leskes, Vivian      | English          |
| Levine, Susan       | Anthropology     |
| Mason, Miriam       | Biology          |
| McKenzie, Jean      | Sociology        |
| Michaels, Judith    | History          |
| Michelsen, Ingrid   | Philosophy       |
| Mitchell, Arlene    | Biology          |
| Moliver Nina        | Anthropology     |
| Orzeck Lida         | Psychology       |
| Parker, Katharine   | Sociology        |
| Pasternack Mayda    | Economics        |
| Rand Barbara        | Philosophy       |
| Rector Robin        | French           |
| Ross Gail           | Psychology       |
| Sambol Toby         | English          |
| Schwimmer Georgia   | French           |
| Shapiro Rayna       | Psychology       |
| Shatfin Dime        | Sociology        |
| Slade Louise        | Biology          |
| Stein Marjorie      | Mathematics      |
| Stockwell Yule      | Philosophy       |
| Sussman Ronnie      | Philosophy       |
| Weiss Deborah       | Economics        |
| Wink Judith         | Sociology        |
| Zimmer Laurie       | English          |
|                     | English          |

## Summer Arts

Southampton College of Long Island University offers college students, undergraduate and graduate, an opportunity to spend a month or two this summer in a program of intensive art instruction in the attractive environment of the Hamptons at the top of Long Island. The 1968 Summer Art Program will offer studio courses in filmmaking, painting, sculpture, and drawing, and workshops in art education and art appreciation. The studio courses carry between four and six credits for each four week period. Many of the country's most distinguished artists and art educators are included among the instructional faculty. The program gets under way on July 9. Three graduate fellowships are available this summer. Applications are available on request.

## The Resistance

On Monday, May 6, in Newark, N.J. dozens of young draft resisters will demand to be arrested in support of an 18-year-old high school student who has decided to refuse to register with the Selective Service System. Supporters will accompany the student, C. J. Hinke, to Newark's Federal Building at 1 P.M. and demand to be arrested for having conspired in his refusal. Hundreds of other supporters will picket and hold a vigil outside the building from 10 A.M. to 5 P.M. Large numbers of coeds and adult supporters will participate. For information call (212) RE 2-4272 or (212) 533-5120 or evenings at (212) 677-5094.



## Extensions

A student who wishes an extension of time for the submission of written work including laboratory reports is required to obtain the written permission of the instructor on a form issued by the Barnard Registrar and to file the form in the Registrar's Office before May 6th. This applies to courses at General Studies, Columbia College, and Graduate Faculties as well as to Barnard Courses. Papers are to be sent to the Registrar's Office and to the instructor, before June 21, 1968. They will be forwarded to the instructor.