



# BARNARD BULLETIN

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## Five Professors Retire; Will Pursue Personal Aims

A profound loss to Barnard this year will be Mrs Louise Stabenau, an associate professor of German, familiar to students, especially foreign students, as a perceptive, sympathetic advisor and academic dean. Visitors to her office soon realize the deceptively fragile exterior conceals a fine intelligence. Actively associated with Barnard since 1925, the longest of anyone currently listed in the catalog, Mrs Stabenau has had the opportunity to observe three Barnard presidents as well as



Mrs. Louise Stabenau

endless numbers of students. The following are several comments about the college:

In spite of the rise in college board scores and achievement examinations, Mrs. Stabenau is not convinced that the calibre of student at Barnard is necessarily higher today than in the past. Education is increasingly becoming a means for an end, that is, the degree overshadows the scholarship it represents. An obsession with the purely practical can discourage the student from taking advantage of her four years at Barnard to release here curiosity to its fullest extent. A desire simply to excel can easily replace genuine in-

tellectual speculation and scholarship.

The current student dissatisfaction with all academics unhappily discourages all knowledge not immediately applicable. What is termed "relevant" can thinly disguise the "contemporary," unilluminated by any knowledge of history. Also, the removal of many general requirements unfortunately means students are often never awakened to many potentially rewarding areas of study.

Although Mrs Stabenau leaves teaching and the interchange with students with much regret, she looks forward to continuing observation and study with a quiet excitement. She will not write, but nonetheless continue to gather her thoughts, and doubtlessly remaining a source of both joy and knowledge to those who surround her.

ELIZABETH BALLANTINE

Natalia Nabokov has led a varied and colorful life since she was forced to leave Russia with her family in 1919. She spent many years living in France, Belgium, and Ankara, Turkey, as the wife of Nicholas Nabokov, (who is the composer, and also the brother of the writer, Vladimir). Characteristic of her family is the energy which brought her sister to be editor of the Russian language newspaper in Paris, and her brother to the post of archbishop in California.

Asked why she chose to leave Europe for the United States, Mrs Nabokov commented on the many similarities between this country and Russia, speculating about the effects of the size of the two countries, the large variety of people, and the sense of wilderness and space in both. She feels very much at home in this country.

How has she enjoyed Barnard? She has enjoyed teaching immensely, in spite of a veiled reference to the relative quiet of the Barnard community in

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## Magical Director of Barnard, Miss Palmer Retires In June

By SALLY BUTTON

After twenty-three years at Barnard Miss Jean Palmer the General Secretary of the College, will retire this June. Her opportunity to observe the many changes which have taken place here during that time gives her a valuable perspective on the future of the college. One of her strongest viewpoints is that if Barnard and Columbia ever become coeducational, it must be done without weakening the education offered at either institution. She hopes that if the two schools combine all undergraduate courses would be given at Barnard because of its superior facilities.

Miss Palmer, who is a graduate of Bryn Mawr has some strong views on Barnard students, also. 'They're mostly all individualists, and very bright but quite self centered. They tend to talk about doing things for the community but are more concerned about the individual.' She hopes the admissions policy will be to continue to select students on their demonstrated ability, because "to me the Barnard students make the College an unusual center of learning."

Miss Palmer came to Barnard in 1946, after serving in the WAVES during World War II and briefly as Director of that group in 1946, with the rank of Captain. She complained to former Dean Gildersleeve who was serving on an advisory board for the WAVES, that some of the better women's colleges were graduating very bright girls, but that they couldn't make leaders in the WAVES because of their personalities. Miss Gildersleeve persuaded Miss Palmer to come to Barnard after the war as Director of Admissions to correct the faults she had observed in 1949. President McIntosh appointed her the Director of Development and General Secretary of the College.

After leaving Barnard in the



Miss Jean T. Palmer

end of June Miss Palmer plans to remain in New York City for the simple reason that there's more in New York to keep you alive intellectually.

Asked if she had any advice for present students in an era of unrest here and throughout the country Miss Palmer said that what has bothered her is that it seems that the radical students feel that only those who are currently involved in an institution have any interest in it. They do not seem to real-

ize that the alumni are the ones who make the school operate. The students must have a broader view of Barnard and think also in terms of the future of the institution.

Finally Miss Palmer stated that problems in most colleges are being dealt with more quickly because of current student unrest. But she cautions against going so quickly that things that are an essential part of an education are given up too.

## Anecdotal Impressions Remain

**Editor's Note:** The following excerpts are from a transfer orientation speech given by Miss Palmer on January 31, 1969.

• The moving spirit with Mr. Frederick A. P. Barnard was that lady who was Mrs. Annie Nathan Meyer. Her funeral with the coffin and the corpse and everything was right there on the table where you've been eating. This room used to be where the trustees met and Mrs. Meyer in her will said that she wanted to have her funeral here and her lawyer was very persistent and she left a lot of good books to the library and so you know you do get influenced by little things but one incident that occurred fascinated me. I came to the funeral and afterwards I was waiting for the Broadway bus and next to me was a man who wore striped morning trousers and a little jacket and vest and a top hat and he looked at me and he said "You know that was a perfectly beautiful funeral. The flowers were exquisite, the music was just right and the little eulogy was so perfect. It was a perfect funeral. I do wish I knew whose it was. This was a professional funeral goer."

• We had a difficult time a

our seventy-fifth anniversary celebration because Mrs. Ogden Reid did by herself invade the Queen of Greece because of Barnard's Greek Games. You see she was in the class of 1903 and that was the first year of Greek games. So this was why she was so eager and it seemed to her a proper idea for the seventy-fifth anniversary to get the Queen of Greece to come and give a big dinner for her. So she asked her and she told her she'd get an honorary degree from Columbia University if she came. I can still remember sitting on that committee and hearing John Kouwerhoven say "Mrs. Reid, do you mean to tell me that everyone around here knows and everyone in Greece knows that the Queen of Greece is getting an honorary degree from Columbia University except Columbia University?" Well she said "I contacted it to the chairman of the Board of Trustees at dinner." The Queen came and got the degree and in the meantime you see there was publicity about the Queen of Greece being a "Nazi" or you just don't know what we went through.

• Barnard's just like Alice in Wonderland, so everything fantastic happens everyday and usually in my office. But it's a lot of fun, you see.

## All-College Happening Planned For Dedication of New Buildings

By DOROTHY URMAN

After living with construction on campus for more than two years, the entire college community will begin to enjoy the facilities of the McIntosh College Center and Helen Altschul Hall this September. President Peterson has said that she hopes that the College Center will become a place where the entire college population can enjoy informal communication and the many recreational and cultural activities the Center will offer. In keeping with this, the dedication day for these buildings, November 14th, 1969, will be an all-College holiday. Classes will be suspended for the day to enable all students and faculty members to enjoy the many ex-

citating events that have been scheduled for the dedication.

Professor Barbara Novak, of the Art History Department, is chairman of the committee that has been planning the dedication. Professor Novak hopes that the activities which are planned, by students and faculty, will "attract the genuine interest of the entire college community and be a meaningful event for the whole college because the Center is, in fact, for everyone on campus." The center is named for former President and Dean, Mrs. Millicent MacIntosh, who is remembered on campus, with much pleasure and affection. Professor Novak said that it had been Miss Peterson's suggestion that the day be a festive

occasion for everyone's participation and the events have been planned with this in mind.

The activities which have been scheduled represent the combination of exciting talent from outside the college community as well as creative energies from within the college. Celebrations will begin on Thursday night with choral presentations and an art panel consisting of distinguished artists and critics, on campus. On Friday morning the campus will be alive with activity as student and faculty enjoy the poetry of Stanley Kunitz, Pulitzer Prize winning poet, who will read his own work and discuss the nature of poetry with all those

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## Force A Merger Now

Over the past year it has been the policy of *Bulletin* to support all forms of co-education at Barnard. At the time of our last editorial on co-education (March 12, 1969), we expressed the opinion that "the co-educational housing experiment was a good start towards a closer merger between Columbia and Barnard."

However, even then, as now, our interest remains primarily with co-education on the academic level. In the same editorial we called upon students to begin actions to force the administrations to merge the colleges.

Recently, the Barnard-Columbia College Joint Committee on Cooperation has begun to meet again with students, faculty and administrators of both colleges as representatives. The purpose of this committee is to discuss cross-listing of courses, problems of possible increase in class-size, and coeducational housing. In a statement made by this committee (*Bulletin*, April 30) they say, "Most changes should result from agreement between the responsible opposite parties in the two colleges. In some cases these will be the faculties, in some the administrations, in some the student bodies or parts of them, and the departments."

At this time there is an issue where the students can take the opportunity to have some say about positive changes immediately in coeducation. All Barnard students must file their tentative programs by May 9. At present, permission is required to take a Columbia College course which is not cross-listed in the Barnard catalogue, with the exception of history courses. The approval forms required before registering to take these courses involve the inconvenience of getting four signatures. Why should all of this red-tape have to be gone through to take a course that one should be able to elect? We are proposing that all courses be made open in Barnard and Columbia to any person who is a registered student in either college.

If there is a reluctance on the part of departments where all courses are duplicated, with the apprehension that students may select the Columbia course over the one offered at Barnard, they should remember the saying that "competition makes all competitors work up to their best capabilities."

If enough girls sign up for Columbia courses next semester this will be pressure on the administration. Then if no action comes from the administration, next fall girls should just start attending the courses they wish at Columbia, forcing the administration to give credit for such courses. Certainly a precedent for this action is the co-educational housing which would not be becoming a reality next fall if the one hundred girls had not moved into the Columbia dorms for the three day co-ed housing experiment in March.

## LETTER TO THE EDITOR

To the Editor:

I doubt that my letter will be widely read, seeing as it will be printed by the same publication which carried the piece of trash I am ashamed to acknowledge through this response. Despite my pessimism, I feel compelled to express my personal reaction to the *Feminist Supplement* of the *Barnard Bulletin* (vol. LXXIII, no. 20).

Does Miss Kamm really believe that her "primary sexual objective has been to keep her man and to become indispensable to him?" Or is it that she feels she's been forced to "play 'the role of ego builder and reflector of power' because of the male's bestial and subjective quantities (which qualities she implies are the only ones he possesses)?" Of course, I need ego boosting; of course, I

need sexual gratification; of course, I need to be wanted. But doesn't Miss Kamm think that I realize her needs are identical? If a woman doesn't feel her needs are fulfilled in a relationship, then why doesn't she want to express such shortcomings to the male partner? What bothers Miss Kamm and the feminists is nothing more than possibly a fear of, possibly an inability to, communicate honestly and sincerely with males.

I cannot sit back while Barnard girls accept such blatant and baneful generalities as the one Miss Kamm condoned: "... in this society women are ornaments, evaluated by men, for men's purposes, kept around as long as they 'liberate' themselves by choosing between Clairol and Revlon."

Armen Donelian C'72

# Prof. Smock Displays Sincerity In Role of Relevant Educator

By REGINA KELLY

"To teach: to impart knowledge, to make aware, to guide, to stimulate, to discipline, to raise up and lead out an individual's ability."

At a time when so much attention is given to education and how to make it relevant, it seems to me that not enough attention is given to the person whose profession it is to educate and to make that education relevant.

Audrey C. Smock, Assistant Professor of Government, has taught at Barnard since 1965. At the end of this semester Prof. Smock will leave Barnard and next fall she will begin a two year stay in Ghana, where her husband will be in charge of the Ford Foundation's program. There she hopes to teach part-time at the University of Ghana and carry out some joint research with her husband on the problem of national integration.

A graduate of Wellesley, Prof. Smock completed her graduate work in political science at Columbia. At Barnard she has taught courses in Political Theory and Asian and African political systems, as well as Government 2 conferences.

Talking with Prof. Smock, one senses that here is a person interested in teaching, who has the spirit, the determination and the ability to do it well. Indeed, among the reasons she gives for joining the Barnard faculty is the opportunity it offered to teach in a setting which allowed for closer and greater interaction between student and teacher.

Has Barnard fulfilled her expectations? In this regard, it has. Prof. Smock is impressed by the sophistication of many Barnard students and appreciates the fact that she can talk with them on a high intellectual level. She feels that the younger faculty members add a dimension of "dynamism" to the college and that there is a "real attempt to become relevant" on the part of

the faculty, who are willing to give both time and interest to their students.

As for the Government Department at Barnard, taking into account the budgetary limitations faced by every department, she considers it "extremely good, both in the range of courses offered and in its effort to keep abreast of the times in methodology changes." Its approach to political science is balanced, using both the behavioralist or descriptive and the quantitative approaches. As a possible improvement in the political science curriculum, Prof. Smock would like to see a regular slot left open for an upper-level seminar at which point topics of current relevance, such as the role of students or the limits of dissent, could be fed into the curriculum on a temporary but established basis.

While her evaluation of Barnard lies in the positive direction, her views on Columbia do not fall in quite the same category. Prof. Smock thinks that the two schools should cooperate more closely as far as cross-listing and offering more V-courses. Aside from this type of joint planning, she considers it important that Barnard not be swallowed by Columbia. As the situation stands now, she sees Barnard, to a certain extent, in Columbia's shadow, the degree varying from department to department. When such is the case, she feels there is an inclination for the Barnard department to take on Columbia's faults and lose Barnard's advantages as a small school. This pertains particularly to a fragmentation of faculty among the various institutes and schools of the university. In addition to this danger, she is even more concerned about the consequences for the quality of teaching at Barnard should it come under the more direct jurisdiction of the Columbia departments. Should such a move take place, she feels that it would definitely result in a downgrading of the quality of teaching found at

Barnard.

Prof. Smock feels that Barnard is a good deal more "humane" than Columbia in its attempts to respond to problems which exist here and to provide conditions conducive to their rational and peaceful resolve. On the other hand she sees the mentality at Columbia as one which can apparently only respond to threats.

There is one further Columbia fault which Prof. Smock sees as already present at Barnard, and that is prejudice against women faculty members. She sees this prejudice as often rationalized by other reasons, such as their leaving to have children (but they come back). "I don't like to think of myself as a militant feminist, but there is certainly no excuse or justification for not treating them as equals." She suggests that, for many women professors, leaving full-time positions to do research or teach only part-time is often a self-fulfilling prophecy, caused by the prejudices brought to bear on them in their teaching positions. She is concerned that a move toward greater consolidation of the faculties of the two schools would have negative implications for the status of younger professors at Barnard and more especially for women professors, given the "infamous attitude" which she accredits Columbia as holding with regard to its women graduate students and faculty.

In the academic world, any professor should be judged solely on merit criteria: just how good is the individual as a biologist, economist, sociologist, linguist, political scientist or whatever? Probably the more important question to be answered for us is: how good a teacher is the individual? It is only just that every professor be measured by the same standards.

Prof. Audrey Smock displays a remarkably sincere and honest attitude in speaking about her position as a teacher. She deserves to be judged as such.

## Five Professors Retiring In June

(Continued from Page 1)

contrast to the lively Russian music and literary circles in which she has spent most of her life.

Mrs. Nabokov has spent eight years at Barnard as a Russian oral practice instructor.

ELIZABETH BALLANTINE

To many people retirement, or not being told what to do with yourself, has frightening implications of eternal boredom. For some dynamic people at 65, however, there are many more miles to go and promises to keep, and retirement is seen as a welcome chance to finally get around to keeping them. One such person is Virginia D. Harrington, full professor of history at Barnard, who is leaving after serving us for 27 years.

Commenting on her retirement, she said, "I don't mind it as much as I thought I would. I find that teaching, much as I love it, interferes with my writing — you just can't write for two hours and then teach and then write again without losing something."

Right now Dr. Harrington has

two projects in mind that need finishing. One is a book on the history of religion in the U.S., which is  $\frac{3}{4}$  written, and another



Prof. Virginia Harrington

is one she has been working on "off and on for a long time." It is a study of the Currency Act of 1764.

When this immediate work is

taken care of Professor Harrington plans to go abroad, "just to look and see things — the trouble is that there are too many places I want to visit."

A member of the Barnard class of 1924, Dr. Harrington started her teaching career at Brooklyn College. Having taught both boys and girls, Dr. Harrington feels that "coeducation is not as good for girls as they might think. I find that girls will not speak out if they think they will appear brighter than the boys sitting next to them. When girls learn together they talk more and they are stimulated more."

When Dr. Harrington first came to Barnard she was Assistant to the Dean in charge of social affairs, or rather, of student organizations, which were very carefully supervised then. When Professor Harrington resumed teaching, she served as advisor to the class of 1950, but then decided to stick to pure teaching, "but you do advising anyway to students you know."

Did Professor Harrington enjoy her stay here? "The nice

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# Two New Ways to Spend Sunday (Free) Faculty Retirements

## Free Theater

Suppose you were walking through Central Park on a Sunday afternoon and bumped into a real live play right there on the lawn by the concession building north of Sheep Meadow Well, it's happening! As an experiment, the Theatre of Our Discontent is presenting "The Loveliest Afternoon of the Year" by John Guare (author of "Mousetrap" and "Cop-Out"), directed by Jon Sural. This short play is basically a love story about two people who meet and fall in love in Central Park on a Sunday. It's a lot more than that — and a lot stranger — but since the conditions of performance necessitate audience reaction, it's better not to tell.

The actors work on the lawn, among the nearly defunct earth sculpture, and on the rocks. The play works extremely well in its intended setting. "Loveliest Afternoon" just begins, developing naturally out of the real Sunday in the Park context.

"The Loveliest Afternoon of the Year" should be a great success. It's a lovely way to punctuate a Sunday. If all goes

well, weather permitting, performances will be held every Sunday at 2:30 P.M. near the rocks to the right of the concession building north of Sheep Meadow at about 68th St. Since you'll probably be in Central Park this Sunday anyway — if you're not, you should be — why not arrange to be there?

P.G.R.

## Free Bach

New York's churches are offering an increasing number of very fine concerts. More and more Sunday sermons are being surrendered to music, a wonderful change of language that unfortunately few people know about. Those who have followed announcements in the *Village Voice* and the *Sunday Times* this year have heard "Buckdancer's Choice," "The Thousand Variations of One Song," rock masses, jazz masses, and traditional masses, all the major requiems, rare Christmas carols, Bach cantatas and oratorios, baroque chamber music, and a great deal of contemporary sacred music for all combinations of instruments and voices. These services seldom last more than an hour, two at the most

There is no admission fee, and contributions are voluntary.

The Holy Trinity Lutheran Church (Central Park West at 65th St.) began a series of weekly Bach cantatas last October. There are only three of these five o'clock concerts left, and they are well worth attending. The church has tried to duplicate as closely as possible church services in Bach's time. The cantatas have been done in the order that Bach intended. They are the center of the service. But the organ preludes as well as the offering music are Bach.

Apart from the music, the service is very short. The minister relates his lesson and homily to the text of the cantata. Lights are dimmed, the stained glass windows are illuminated by the outside light and candles along the aisles increase a sense of quiet in the music and a distance from the rest of Sunday. After an hour you can walk along the park or the river with something beautiful in your head.

Many of these same churches have special evening programs of films, dance concerts, folk music, and poetry readings.

J.L.

(Continued from Page 2)  
thing about teaching is feeling students' minds working — it was lots of fun," she said.

"I was fond of Barnard as a student, and as a teacher I've had a wonderful time, and that's a lot to say, because things might have been different."

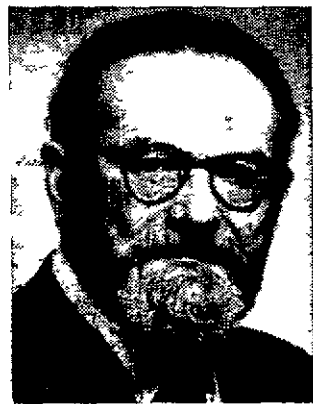
SYDNEY LADENHEIM

Although Professor Rene Albrecht Carrie, chairman of the Barnard History department, will retire this June, he will continue to teach two courses at Columbia for the Masters Seminar on the Colquhoun.

In a recent interview Prof. Carrie said that the essential question about Barnard today is the colleges' place in the whole Columbia complex. In the last few years Prof. Carrie feels that there has been increased cooperation between Barnard and Columbia especially in regard to student exchanges and he expects this trend to continue but visualizes two special problems. First, since the drive for complete co-education has become increasingly strong, Barnard may more or less disappear as a separate entity should the colleges merge. Secondly, Prof. Carrie thinks that the planning and programming for integration at Barnard and Columbia should be thought out carefully. The schools would have to decide what is the division of labor. Giving an example of the difficulty that is already appearing, he said, "Columbia is becoming increasingly dependent upon Barnard. The other day I was discussing some plans with a Columbia official and I asked him what they had to offer in modern U.S. History. He said, 'We have a Barnard course'."

Prof. Carrie said that he was a feminist in terms of the education capabilities and potential of women. But while one may regret that the biological factor is impossible to deny, this means to accomplish something of significance in whatever field a woman has a greater burden than a man because she has two jobs.

Prof. Carrie feels that "the students and my colleagues have been the best part of my



Prof. Rene Albrecht Carrie

pleasant experience at Barnard." Recently he has completed two books, the first is a series of texts written in Italian and will be published this year. The second is a comparison of English and French foreign policy.

MARGO ANN SULLIVAN

Dr. Eugenio Florit, Professor of Spanish at Barnard College, is a distinguished Cuban poet and former attaché for the Cuban Consulate in New York City.

The son of Maria Sanchez de Fuentes, a distinguished Cuban writer, Professor Florit is a well-known poet, critic, lecturer, and editor. The most recent of his nine collections of verse includes *Habito de esperanza* (1965), *Siete Poemas* (1960), *Antologia poetica* (1956), and *Asonante Final y otros poemas* (1956). His articles, papers, and addresses have appeared in several Spanish and American periodicals and he was one of the editors of *Odyssey* magazine.

Educated at the Colegio de La Salle de La Habana (B.A. 1922) and the Universidad de la Habana (Ph.D. 1926), Professor Florit taught at Middlebury College Summer School and Columbia University before joining the Barnard faculty in 1945.

He is editor of the *Revista Hispanica Moderna*, published by the Hispanic Institute of Columbia University. Professor Florit's poems have been translated into English, French, Portuguese, and Ukrainian.

## ZOCKER: Hello Goodbye Columbus

By LINCOLN SWADOS

He is a white-skinned, freckle-on-his-back, runny-nosed, bookwormy, nasal-voiced, sarcastic Jew from the Bronx looking down his skinny nose at everyone and everything.

She is a svelte, copper-toned, Radcliffe-blaze, stunning creature from the a-lot-of-money-but-still-Jewish set in Westchester.

They meet at a suburban country-club pool, grizzly in its authenticity.

Can these two characters, linked by their obscure but ancestral relationship to Abraham and Sarah, find true happiness?

Alas, that which brings them together, wrenches them apart.

To be less smart alecky about it, *GOODBYE COLUMBUS* is the most beautiful love story I have seen, of late, on the screen.

I had recently read *LA CHINOISE* by Françoise Sagan, in which one of the characters postulates during a dry French cocktail party that people are in love when they laugh together.

The laughter that Richard Benjamin and Ali McGraw share is anti-parental, anti-environmental, anti-themselves. And it is the honest laughter of a couple who are horny for each other, a simple, laughable emotion within the pyramid of the crazy assimilation tcha-tcha-tcha going around about them.

There are those who have found the stereotypes degrading: the lacquered, anesthetized mother, the slobberring, Bermuda shorts' father, the children who expect to get everything they want. And the exaggeration of suburban middle class Jewry.

I think it is about time that some of the sacred cows in our society be slaughtered.

These people laugh at the very same traits themselves.

I remember reading that the Roosevelts laughed at each other among each other but found distasteful the same attacks from outside.

I think this movie is a healthy sign. Let's keep stripping away the craziness in America. It's desperately necessary, and the courtesies which we abide by daily in order to be cautious and scholarly in criticism, simply do not apply in comedy.

The movie is taken almost verbatim from Philip Roth's novella and it loses and gains something going to the screen.

Philip Roth knows the craft of writing, Larry Peerce is learning how to film and the

way he handles the camera can be obstrusive. What it gains is this lovely real couple.

Incidentally, I went back and read the book of short stories in which *Goodbye Columbus* first appeared and found them stunning and funny within the context of always asking, "How much of a Jew am I?" "How much of a Jew do I want to be?"

The new generation ponders more ecumenical, more existential questions, but within their scope, these stories are hilarious.

To my mind the best cinema biography of Christ has been done by Pasolini. Why is his new film, *TEORAMA*, so awful? I really don't know but it may be one of the most boring films now playing in this hemisphere. There is an interesting concept perhaps, but in order to make it through this film you have to endure Terence Stamp with... At any rate, anyone who has seen *Billy Budd* knows he doesn't have to be endowed. In this film he is apparently playing an "idea" which is irresistible. I think the reason that anyone has seriously considered this film is because of a baroque score and mounds of industrial sand which give it a certain pretentiousness.

This last semester has been a memorable one for me. I weigh 8 pounds and am planning to send away to Charles Atlas. Is he still alive? Am I?

At any rate, the title of *Goodbye Columbus* comes from a maudlin record that Brenda Patinkin (Ali McGraw's) brother keeps playing over and over. A voice like Edward R. Murrow's intones a sad eulogy for the glorious years at Ohio State. *Goodbye Columbus*. *Goodbye Columbus*. *Goodbye*.

The word Zocker comes from the novel *Temple of Gold* by William Goldman. The philosophy of life in this novel is sentimental, simple, egotistical, delightful and completely unliveable.

Zock is a poet and best friend of Goldman's hero. He is killed graphically in an automobile accident with his friend driving. In the last scene Goldman's protagonist looks down at his friend's grave, he cries, it rains. He squares his shoulders before heading towards somewhere and says, "So long Zocker," where from springs the word Zocker.

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