

# BARNARD BULLETIN

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PAGE 10

## Is Tuition Rise Valid?

By MARGO ANN SULLIVAN

With the cost of living rising some 7% in the course of just one year, and with the financial pressure from Columbia College

toward a Barnard-Columbia merger increasing, the prospective tuition rise of \$200 for 1970-71 may not, at first glance, seem outrageous. Yet a compar-

ison of the figures shows that from 1968-69 to 1970-71 Barnard's tuition revenue will have risen some 25% (or from roughly \$3,600,000 to \$4,600,000) and we cannot preclude an increase in 1971.

Such a rise in fees for 69-70 followed by an increase for 70-71 with the possibility of still another increase in 71-72 and all despite the announcement by Miss Peterson last February, that no student would have to endure more than one tuition raise during her sojourn at Barnard seems a sharp departure from Barnard's tradition of balancing its budget rather than borrowing against the future. Rather such increases imply that a problem of catastrophic proportions has arisen between the time the budget was made up last spring and last September when Barnard began to hope that we could manage until the fall of 1971. What might that problem be?

It might be as Barnard's administrators would have us be-

lieve that inflation coupled with Barnard's sincere desire in Dean Boorse's words to carry her fair share of the educational burden with Columbia College has led to the increase. CC has estimated that Barnard owes them some \$300,000 for courses a though Dean Boorse feels that this figure is not adjusted for the amount that CC owes Barnard. It is not inconceivable that Barnard might need funds to pay such fees but it is questionable whether or not she had not taken into the consideration when the budget was made up last year. As of June 30 1969 Barnard owed CC \$77,749 for courses taken from Spring to Autumn 68-69 after adjustments for Barnard courses had been made (figures from the Precursors Office). But debts to CC comprise only a quarter of the tuition rise.

Half of the money from the tuition increases will go toward raises for faculty administration and staff salaries. According to Mr. Abbott, Treasurer, a good portion of the tuition increase last

year went toward a general increase across the board. The faculty however was somewhat less impressed. Five of the fourteen departments contacted indicated that they had in fact been salary increases but that these raises were not proportionately higher than that which increases ordinary but in the scales would provide.

There is no doubt that the money was never spent on tuition, etc. were given to the faculty. These would have been in any way do not do more the fact that they must be paid. Yet the question is whether or not salary increases for the year would also follow a scale that would have been a good deal when he tuition was raised last year.

Actually the question is that if costs for CC are the next year could have been reasonably estimated and if faculty administration and staff salary increases could have been reasonably estimated (and we have seen a sharp inflation a



FOREST L. ABBOTT

## Administration Reveals Co-ed Attempts "... a hazardous and uncharted course"

By SYDNEY LADENHEIM

At the opening spring 1970 Convocation held in the gymnasium, President Martha Peterson and Henry A. Boorse, Dean of the faculty, outlined plans and procedures toward coeducation. The convocation was attended by about 150 people, mostly members of the faculty and administration.

Dean Boorse, who is retiring at the end of this semester, explained that one of the most pressing problems at Barnard is the question of coeducation and the ensuing change in financial relations with Columbia. By becoming coeducational, he explained, other eastern colleges "altered their identity and aims" and "embarked on a hazardous and almost uncharted course" with inevitable social and financial problems. Yale, for example, found "mutual housekeeping an expensive business" whose cost will "probably run into mil-

lions." Princeton, too, found that "two cannot live as cheaply as one" and is facing a host of problems.

"Barnard has not been standing still," though, Dean Boorse claimed explaining that student exchange with Columbia has gone up since 1962, almost doubling in the past three years. Too, the Barnard Committee and the Barnard-Columbia Coordination Committee have been looking into the goals and quality of departmental cooperation and a start has been made on formulation of a policy statement. But attempts toward coeducation will not stop there, Dean Boorse said, "The statement will be referred to all of you as if it is put in shape."

Also promising that an extension of our cooperative relations with Columbia "is on the way," he claimed that "we want wider opportunities for both without absorption of either."

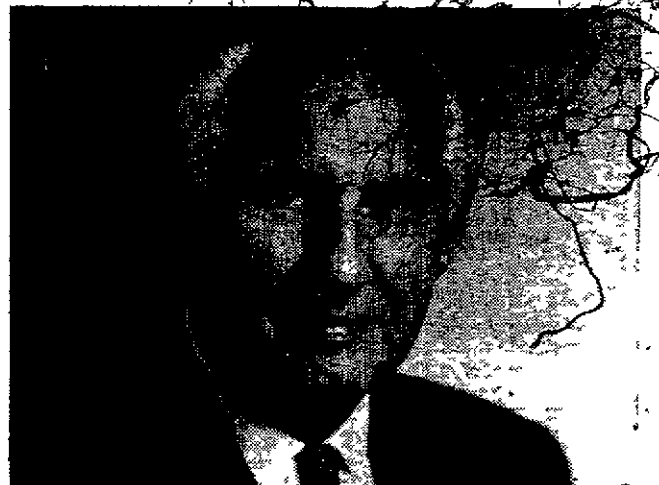
In discussing coeducation, Miss

Peterson agreed that Barnard students should have the best educational opportunities at both institutions but said that Barnard and Columbia are so different in tradition, classes departments and requirements that it would be foolish to abandon either for a conglomeration without careful consideration. Miss Peterson also maintained that no teacher will teach better no student will be less reticent, no requirements will be more palatable in a coed situation although she did say that coeducational class discussions are good things.

The president also lauded the role of the women's college in the trend towards women's liberation. Barnard has the capacity to help students live fully and achieve leadership no college particularly coed, can match us in the productivity of our graduates," she said adding "I'm sure I can back this with statistics."

President Peterson concluded by citing the extension of cross-listing between Barnard and Columbia and maintained that Barnard must not abandon her identity and "must maintain the excellence of certain of her departments."

President Peterson also made some remarks on the tuition hike in which she understood that this "would be a great burden, especially for juniors and seniors, and revealed that Barnard has made it a policy that "no student shall be prevented from staying here because of the hike." This will be made possible, she said, by extending the deadline for financial aid applications.



DR. ALAN F. GUTTMACHER

## Planned Parenthood Plans For Abortion Law Reform

Planned Parenthood of New York City is prepared to allot \$50,000 for the provision of abortions in a suitably equipped medical facility. Planned Parenthood should file four suits now before a statutory court to repeal all abortion laws be upheld. The organization added that it would be prepared to make further appropriations from time to time.

Ira L. Neiger, Director of Public Information of PPNYC stated that priority for obtaining abortions would go to Planned Parenthood patients but that others would be able to gain a six once as funds and demand permit. The operations would be performed free of charge. Estimating each abortion at a cost of \$300, the initial allotment would provide approximately 170 of the operations.

"We could certainly not cover the entire city as far as thera-

peutic abortions go but we could make a dent," said Mr. Neiger.

The action intended by PPNYC runs counter to the alleged and taken by some other medical institutions. According to spokesmen from the Abortion Project, an organization involved in the attempt to repeal the present laws, Bellevue Hospital will refuse to perform abortions if the suit is upheld, thereby waiting for a new law to be written.

Henry H. Villar, Chairman of the PPNYC board also announced that the agency has entered one of the four suits for repeal as a party plaintiff. It joins obstetricians and gynecologists in charging that the present laws violate the right of physicians to practice. Specifically PPNYC states that it is currently unable to provide the best medical ser-

(Continued on Page 3)



# FORUM: What Should A College Provide?

## The Appointment of Dr. McGill

An intellectual atmosphere is hardly the first item that should come to mind when one considers what the university fails to provide for its students although it is probably the most important aspect of the students' lives that the university can influence. Yet administrative efforts at Columbia have been directed primarily toward fund raising and toward avoiding "other Columbias," to the extent that the idea that a university president should be an intellectual leader *before* he is anything else seems almost surprising. And regardless of what intellectual leadership schools like Barnard within the university may be providing, each student is influenced largely by the general attitudes and atmosphere of the university.

All of which constitutes several good reasons why Dr. William J. McGill is especially welcome as he assumes the position of president of Columbia. Relatively unburdened by the task of providing would-be student rebels with a "worthy foe" (as President Cordier was first described in *Spectator*) Dr. McGill brings a good knowledge of the university (he was chairman of the Psychology Department at Columbia from 1960-1963) and what is more important "a deep attachment to Columbia" which will be most appreciated since, in Dr. McGill's words, "Those of us who love Columbia are determined to move it into a new time of greatness." For a university whose "greatness" has been sliding into mediocrity Dr. McGill's appointment will be significant.

Barnard too has a special reason for welcoming Dr. McGill's appointment. Despite the better relations between faculty and students, the general attitudes of Columbia University are insuperable. For the anti-intellectual trends like SDS, etc. have found a ladies auxiliary at Barnard, and although it may be a credit to Barnard's individuality that such groups fail to draw significant troops, their influence in the atmosphere of the university is still felt. Dr. McGill has been active at San Diego in areas such as the reappointment of Herman Marcuse to the faculty and in experiments such as a "third world" minority college, yet has sometimes opposed political confrontation activities. Since there have been none of these at Columbia lately his record assures the trustees that Columbia will go forward in relative calm, and assures the students that there may never again be need for "another Columbia."

## Power To The Press

Exec Board last week submitted a letter to President Peterson urging a correction of certain conditions at Barnard that if unchecked might lead to irretrievable losses in the quality of life and education at Barnard.

The letter, though strong, was not strong enough. There is much more that is wrong at Barnard than a simple matter of advisors and medical care, indicative of general deficiencies though these are. Many here have found cause to be disappointed with Barnard: with oppressive tuition hikes, with sluggish cross-listing, with gross inefficiency and many a deaf ear. But there is hope — still hope, because Barnard has proved herself long ago as being receptive to change and honestly concerned with real problems.

But nothing can be done without **you**. We speak especially of you who for the most part swallow your words of complaint and stifle your suggestions, leaving the administration up in the air about what we really want and need. And it is for this reason that *Bulletin* exists. It is only by publishing your letters and your articles of analysis, and by keeping firm tabs on bad news as well as good that we can help each of you have a say in what goes on here short of storming the gates. With an eye on the truth that the power of the press is one of the most effective weapons against ignorance and sloth, don't let this last letter from Undergrad be the end. Let it be a beginning — for your sake. — S.L.

# BARNARD BULLETIN

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## Quotation of the Week

"No other college, particularly coed, can match us in the productivity of our graduates."

—President Peterson on coeducation, speaking at Convocation

## In The Morning Mail

Jan. 13, 1970

### To the Editors:

During the past two weeks in the Barnard library, my studying has been interrupted on several occasions by people distributing leaflets, asking for money or signatures. I am not a newcomer to the library, and I know that people have not gone there before to seek student support for public causes. Why now am I being disturbed when many other means of publicizing one's views or soliciting signatures exist in the student center or the dorms (to name only two places)? I expect the library to be a place for private study and I expect that my right to be left alone there will be respected as I respect this right of others.

The purpose of a college library is to provide a quiet place for individual study. I believe it is the responsibility of Barnard's administration to let these people know that they have no right to campaign in the library.

Elizabeth Marlin  
'72 Barnard

## Opinion: Women's Lib Charges Barnard Bias

As an institution for women, Barnard has special obligations to meet and fulfill the needs of women. Too often, however, while paying lip-service to the highest ideals of feminine education, Barnard perpetuates the old stereotype of the wife-and-mother-only role of women and tends to channel its students into the niches our society has traditionally provided for them.

This bias that Barnard holds toward its students seems almost unconscious, and yet its manifestations are most obvious. For example, the Math and Physics departments, both "men's fields," are so small as to be practically non-existent, while the English and Art History departments, the "non-vocational" fields, are the largest departments at Barnard. Recruiters for prospective job applicants come to Barnard much more infrequently than to Columbia College. The Barnard Placement Office offers a disproportionately high number of secretarial jobs to graduating students, while undergraduates are offered a large proportion of part-time clerk-typist and baby-sitting positions.

But these conditions reflect only the reality of both the larger society of which Barnard is a part and the presumed wants and demands of its student body. If Barnard offers many child care positions to its students, it is only because our society expects young girls to be babysitters, and consequently these are the positions most readily available. If few recruiters come to Barnard, it is because few Barnard students demand to see recruiters. The Math and Physics departments are small, the English and Art History departments are large only because many more girls feel competent in English and Art History than in Math and Physics. For not only has Barnard as an institution accepted the stereotyped role of women in society, but its students have as well. To a large extent, they see their educations as helping them to be only better and more enlightened wives-and-mothers. The attitudes of the college and its students, then, tend to reinforce one another, and a narrow definition of the role of women becomes more entrenched.

Many women today, however, are beginning to question the sanctity of the wife-and-mother role. For educated women especially, a life made up primarily of housekeeping is limiting, unfulfilling and ultimately insulting. Instead of accepting and perpetuating old-fashioned ideas of women, Barnard should be among the leaders of the fight to stop the oppression of women. Barnard needs to show more sensitivity to the real needs of its students, to provide them with more opportunities to obtain meaningful positions after graduation, and to offer them genuine alternatives to the present antiquated ideas of what a woman's education means.

—Lynda Horhola, member of Barnard Women's Liberation

## The Fight to Stay Alive

On Sunday morning the cold overcast hangs quietly in the Columbia area. Rested people, some having lived for quite a long time, move amiably through the streets, the thick Times clasped to their sides. The trundling Monday rush to class of sleep-filled students is distantly present.

One of these, a Barnard freshman; one young woman is dead. She will not re-enter her Hewitt room, nor will she resume her position on the basketball team. She will never participate in another political demonstration. Tom Dishman is gone.

The burden of her death is easily borne by us. For many reasons, few of us knew her. Conceivably, Columbia undergraduates may graduate having met no more than ten classmates; of these, none need have been known by them. Barnard women live together in a more integrated college existence, where eating, sleeping and class attendance coalesce. The seventh floor of Hewitt lodges as the segregated exception. Of course, it may be argued that neither Barnard or Columbia students consider themselves engaged in a collective or common educational effort.

"... The needless waste of a young life concerns us all, both young and adults. It should lead us to a redoubling of our efforts to understand the dangers of drugs and the need to control their use." (Dr. Peterson, in *The New York Times*, February 2, 1970).

What, in our University and

country, would lead a person who had fought to establish a medical center for heroin addicts, who are only some, after all, among America's sacrificial victims, to try the dehumanizing killer on herself? Some may reply that she was a freshman, young and naive. This is no answer.

We understand that Toni was "esteemed by all," "a very lovely young lady, a superb student," "bright and pretty." "She had everything going for her." The girls on Seven Hewitt, her roommates, could not explain her death: "She was really happy because she was becoming sexy and she was becoming a part of our floor. . . Her world was getting bigger." (*The New York Times*, quoting a friend, February 2, 1970)

After a decade of wide civil rights struggle, some blacks and whites in our South go to school together; they do not yet go to dances together. In 1970 America enters her ninth year of committing genocide against the people of Vietnam. Both cases are discussed only in terms of schedules and timetables. A Supreme Court judge may be disqualified because of his bank book, but not because he is a racist.

At Columbia, Black Studies programs are beginning to move, and Charles V. Hamilton is a Professor of Political Science. But, in the words of Philip S. Foner, Professor of Black and Labor History at Lincoln University, "What good is there in 1 or 2, 4 or 5 Black History courses when the rest of the courses taught in the American

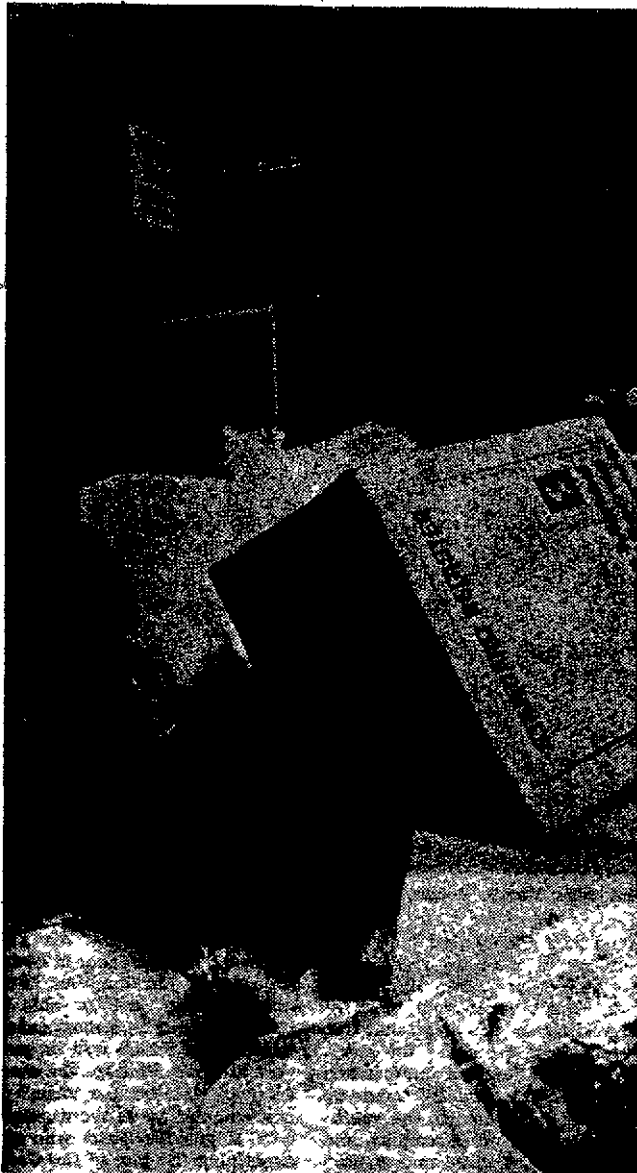
History Department are racist?" (STUDENT FORUM-sponsored Martin Luther King Memorial, January 15, 1970)

Few students are convinced of a reason to learn and to live; this in itself throws some light on how one student could be willfully destroyed by what she stood against in principle. Many of us experiment with drugs to be stimulated, intellectually and physically, toward new visions and possibilities. In most cases, our University offers nothing better, or else it is burying its riches under the prestige of its faculty and its immoral administrative disregard for its students. The first FORUM program of the Spring term specified in its title "The Fight to Stay Alive." Indeed, we as students, the potentially conscious re-makers of our world, are faced with nothing less.

Early in November, FORUM interviewers queried Barnard students concerning the separate black-white living conditions. (Article re-printed on page 5) Most were deeply disturbed, if not intimidated by the circumstance. Black students, who had decided to live by themselves, found themselves ostracized for remembering their own astracism and taking their own way to stay alive in the teeth of it.

If Toni Dishman had been able to see that her commitment to employing her own struggled-for knowledge in the fight to end oppression could have yielded a commensurate return she would be still alive — and our chances for life would be immeasurably greater than they are now.

# Barnard Hires Management Analyst



By SYDNEY LADENHEIM

Cresap, McCormick and Paget, a large international management consulting firm, has been asked to study the bureaucratic procedures and paperwork at Barnard. Miss Peterson proposed the study and the Board of Trustees approved it last year as part of a long-range development program to improve the college. All aspects of record keeping in the offices of administration are to be considered especially those of finance, admissions, and registration. (In an investigation of the Registrar's office, one of the investigators had his registering daughter followed closely around to determine just how many permissions, signatures, and index cards had to be copied with.) Results of this study have not been filed yet, but it is assumed that term grades next year will be delivered to students considerably earlier than in mid-March.

Mr. Leo Cornfeld, head of the fact-finders, explained the necessity of overhauling procedures at Barnard as well as at most other colleges. "Usually a system of paperwork gets established in the history of a college, and the system is not kept current. Even though colleges get larger and larger and although new time-saving equipment is available, they still do things the same old way."

Mr. Cornfeld did stress, however, that Barnard's call for help was not an admission of particular decadence since Columbia, Harvard, UCLA, Stanford, and schools from all over Europe have engaged Cresap's resources too.

The firm completed last fall a study of the food services in the dormitories and was instru-

mental in initiating the five day food plan.

Also completed was a study on the use of space in Milbank and the final plans for the de-

velopment of the hall arc being cemented by architect.

The results of the problem under current study will be disclosed in about six weeks.

## Women's Liberation On Wrong Track

By DOROTHY FOLTZ

There is a fine line between being a woman who is liberated and being a woman who would rather be a man but the *New York Times* had little trouble positioning Barnard's Women's Liberation Planted on the food fashion family and furnishing page of the *New York Times* not long ago was an article on the Barnard women's fight for a full time gynecologist. The article, written by a woman strains to conclude from this desire of Barnard women that logically there follows rampant promiscuity and new sexual freedom (a titillating proposal for all those frustrated women readers).

Yet at a meeting of the new Liberation group sexual freedom was at this point considered their main concern and frustration. Other topics under discussion were a protest of *Spectator's* exploitation of women's bodies in its advertising Barnard's need for full time gynecological services, the Fairholm's restricted visiting hours, and plans for a demonstration for legalized abortion.

Although these were indeed very real and immediate concerns, it was surprising that Barnard Women's Liberation was less concerned with both the attitudes reflected by Barnard as an institution of our society and the discrimination awaiting women, who plan a

creative career upon graduation. The closest the group came to discussing vocational concerns was in speaking about the elderly women in the Fairholm. Here it seems reigns the more subtle horrors of being a woman in our society where once one has completed her function of mother and wife within the family structure there is no longer a place for her. The women living alone unable to look after themselves can hardly draw upon veteran homes or brotherhoods to care for her and it is doubtful they have the benefits of unemployment pensions either.

It seems we sell ourselves short (and indeed we are on sale when a gentleman presumes in asking Barnard's placement office for a maid and someone to sleep in weekends) if we allow sexual oppression to dominate our concerns while overlooking the really frightening prospect of being discarded behind a typewriter while our intelligence and creativity as women as well as human beings is ignored.

An editor from Time Life Inc. told a group of Barnard women last year that a woman must be twice as good and work twice as hard to gain equal recognition as a man at Time Life. It appears women should be seen and not heard and thus remains an alarming axiom for women who wish to become women liberated, rather than women forced to become men.

### News Analysis

## Abortion Law

(Continued from Page 1)

vice to patients receiving contraceptive care.

The individual plaintiffs in the suit are Alan F. Guttmacher, M.D., President of Planned Parenthood — World Population; Robert E. Hall, M.D., President of the Association for the Study of Abortions and Associate Professor of Clinical Obstetrics and Gynecology at Columbia P & S; Louis M. Heilman, M.D., Chairman of the Department of Obstetrics and Gynecology at the Downstate Medical Center of the State University of New York; and Seymour L. Bannay, M.D., Chairman of the Department of Gynecology and Obstetrics at the Albert Einstein College of Medicine.

The suits, which charge that the present laws violate the First, Fourth, Fifth, Eighth, Ninth and Fourteenth Amendments to the Federal Constitution, are currently being heard by a three-judge Federal Court with a decision expected on April 15. In addition to the physicians' case, there are three other suits challenging the laws on the basis that the laws violate the rights of women to privacy and control over their own bodies, restriction of the clergy in its function as counselor, and discrimination against the poor.

If the suits are not upheld and the laws are not declared unconstitutional, the case will proceed to the U.S. Supreme Court of Appeals.

Frances Taylor

## Is Tuition Rise Valid?

(Continued from Page 1)

good deal before this past year) what is the element that has led to a tuition rise when only one year ago such a rise was not planned for three years? And the answer that then comes to mind concerns Barnard's position on co education.

Through remarks of the past few months Miss Peterson has made it clear that an absorption of Barnard into Columbia University is not desirable from Barnard's point of view.

CC, on the other hand, has indicated that it plans to exert every pressure it can to force Barnard into a merger. The pressure devices Columbia College has at its disposal are approximately two. They can admit women to CC as they probably will not (for problems in housing to name only one consideration), or they can withdraw their facilities from Barnard. Such a development would leave Barnard with one faculty member in the Physics Department, one in the Mathematics Department, two in the Geology and Geography Department, three in Art History, one in Linguistics, four in Music, two in Oriental Studies, etc. leaving Barnard seriously crippled in the amount and scope of the courses that the school may offer. It is not inconceivable that the funds that

are being so quickly raised this year and next are to hire new faculty members in these departments. Asked if Barnard were planning to hire new teachers in math and physics, Dean Boorse said that Barnard has been looking for a new math teacher for several years so that Barnard may 'carry her fair share of the educational burden with Columbia College.' Carrying her fair share is one thing but providing needless duplication for students at their own expense is another. In the end this is only a question, but a question that should be raised.

Asked if he would release the planned budget that the tuition rise would be used for Mr. Abbott said that he could not do so without Miss Peterson's permission and that was not likely (Miss Peterson was not available for comment). Two days earlier she had explained that half of the funds would be used for salary increases, one-quarter for payments to CC and one-quarter for general maintenance which according to Dean Boorse "could include anything like lightbulbs etc."

This is not to say that anyone is cheating the students, an impossible charge to make. But perhaps a more complete financial explanation should be considered by Barnard's administration.

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# Rome: Before Christ — After Fellini

By MARGO ANN SULLIVAN

Rome — "before Christ and after Fellini" — is the "bawdy and lecherous" concern of Italian director Federico Fellini's new film, "Fellini Satyricon" — a work that is at once fragment and epic, mythological and contemporary, innocent and obscene. Inspired by the "Satyricon" of Caius Petronius, Nero's "Arbiter of Elegance" (whom D. H. Lawrence described as "a gentleman when all is said and done"), "Fellini Satyricon" is a sharp departure from his earlier autobiographical films, "8½," "La Strada," "La Dolce Vita," yet is so much more intense a portrait of Fellini and his artistic imagination.

Fellini retells the story of Encolpius (played by British actor Martin Potter) and Ascyltus (Hiram Keller of "Hair"), two friends whose notion of companionship makes them "ready to betray and repudiate each other at any moment," following them from rape to decide and portraying them "with the natural innocence and splendid vitality of two young animals." The plot is episodic. Fellini sends the heroes from scene to scene with no sort of conventional explanation. At one moment both are fighting together, in the next Encolpius is being chased through a maze and there is no sign of Ascyltus. This is to preserve the fragmentary quality of Petronius, Fellini tells us.

But what ordinarily would make for some difficulty in following the story is no inconvenience in this film because the audience is always aware that what is happening to Encolpius and Ascyltus and what they are doing in turn makes little difference anyway. Never does Fellini inflict upon them the burden of stardom. Rome is the star of "Fellini Satyricon." Encolpius and Ascyltus are conceived, as rebellious youths whose "rebellion is translated into terms of absolute ignorance and detachment from the society in which they find themselves" — which brings us to the parallel between Nero's Rome and twentieth-century societies. "Rome in its decline was quite similar to our world today. There was the

same fury of enjoying life; the same violence; the same lack of moral principles and ideologies, and the same self-complacency," said Fellini. In fact, he had been considering a film of the "Satyricon" since 1938, but did not feel it was the proper time until last year.

Yet, whatever similarities in the dispositions of the times, the essence of the past does not suffer. For "these were the days when any debauchery was worth trying, and they were also days of immense cruelty," Fellini added. "Someone who is born in Italy and lives in Rome cannot help but feel some sort of bond with the Romans who lived here over 2000 years ago. For us, paganism has a certain allure about it which we have inherited from our ancestors." Perhaps one scene exemplifies the pagan aspect especially well, Encolpius, finding himself about to be decapitated before a large mob intently watching his losing battle against a masked fighter, throws himself on his knees before the warrior explaining he is really a poet and not a fighter. The masked soldier spares Encolpius for his beauty and, to the delight of the mob, presents him with a beautiful queen — as a present. Encolpius, finding that this delicate queen has outwrestled him, declares that he has lost his strength, and goes with Ascyltus to find a friendly witch who may help him regain it. The witch, however, is in a good deal of difficulty herself having been set perpetually ablaze by a disappointed lover who also happens to be a powerful wizard.

But the beauty of Fellini's work is most evident in his tribute to Petronius. When Petronius learned of Nero's intention to execute his "Arbiter of Elegance" he decided to do the job himself. Surrounded by fruits and wines, he slit his wrists — slowly, at first slightly, then closing the blood vessels to eat and drink, then reopening them and reclosing them to eat and drink more until he finally bled to death in as aesthetically pleasant a way as possible. In "Fellini Satyricon" Fellini shows a young king and his queen sending away their slaves to



Fellini with Martin Potter, "Encolpius."

freedom and then killing themselves as Petronius had done. Then enter Encolpius and Ascyltus who, finding the occupants dead, proceed to make a playground out of the palace — smashing the household gods' statues and destroying the images of the ancestors. Discovering a friendly slave girl hiding in the palace, they decide to share her — much to her amusement. The juxtaposition of the death scene with the liveliness of Ascyltus and Encolpius is most effective.

Whatever monumental achievements "Fellini Satyricon" may represent in storytelling, the film will be a classic in film technique. Fellini did not want to talk too much about how he arranged for the effects of the clouds and the sky (achieved by mixing chemicals)

and said simply that "the camera must be in the right place at the proper moment. That is all." But what may be most interesting is the way that the characters' faces tell the story. The heavy jowls of the drunken Romans, the erotically made-up eyes of their women, the youthful strength of Encolpius and Ascyltus, the cruel and wanton expressions of the mobs are each so integral to the story that no replacement is imaginable for any one of them.

In a way it's too bad that Fellini won't be available at every showing of his film, but "Fellini Satyricon" will be able to stand by itself as a most entertaining film which was its purpose after all. Perhaps the character of "Fellini Satyricon" is best summed up in the words of a CU English Professor who was explaining the plot of the Oedipus Rex. "Well, it's basically out with the old and in with the new, but oh, it's really on a much higher level than that."



Ascyltus (Hiram Keller) and Encolpius (Martin Potter)

## Age of Aquarius

By JANICE SIMS and DIANA BERNSTEIN

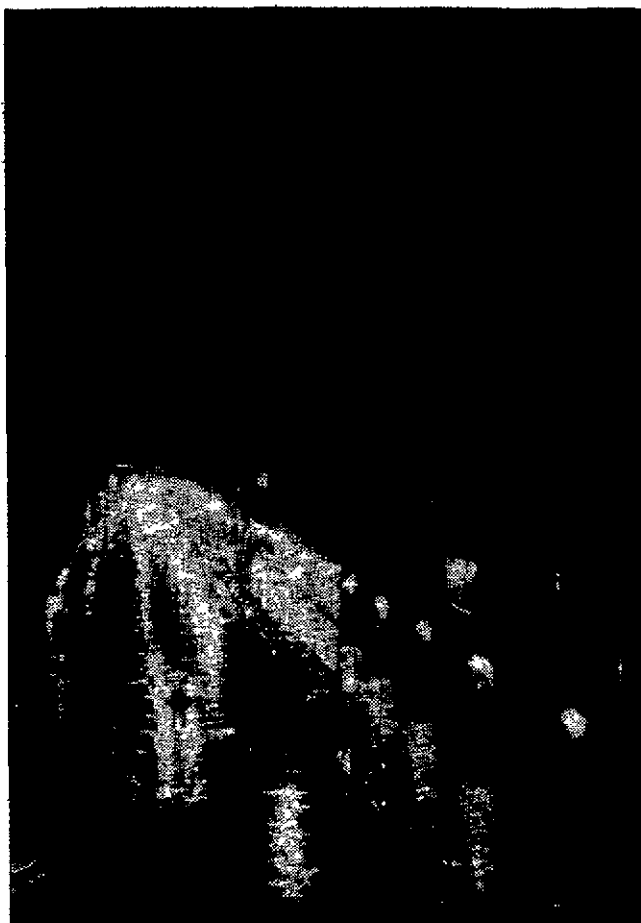
Winter is already half over, which means that spring is almost here. With spring, comes the Barnard Spring Festival. Last year, Barnard initiated its first spring festival, to replace the traditional Greek Games. Work is already underway for the presentation of Festival '70.

Festival '70 will be centered around an underlying theme, (Age of Aquarius has been suggested), which, it is hoped, will add unity and direction to the entire event.

The spring festival is intended to incorporate all the diverse interests and talents of this community. With this in mind, letters have already been sent to all clubs and department heads. These letters, which are due back at CAO this Friday, contain all the necessary information on setting up booths, programs, exhibitions, etcetra, for each participating group. Besides the registered clubs and organizations, groups of people and individuals may participate. (More forms can be found at CAO.)



# What's Wrong with Life at Columbia?



*(First in a series)*  
These are significant portions of two of the dozen interviews already taped by the Student Forum on the question of Black-white relations among students in this campus. The first interview is with a Columbia College freshman, the second with a Furman freshman. Both are white, and neither now has a Black roommate.

## Interview: Columbia

by Marc Gross

Q Did you know any Black students before you came to Columbia?

A Yes, I did know Black students at my high school.

Q Were you friends with them?

A Yes.

Q Has the same thing happened at Columbia?

A No, not yet.

Q How do you account for that?

A Well, mainly because I haven't met any Black students yet in my immediate environment.

Q Do you feel satisfied with the situation? I mean, do you hope to change it?

A Well, I'm not presently striving to change the situation. In other words, I'm not seeking Black friendship. If I did meet a Black student whom I happened to like, he would be my friend. But I'm not going out searching for one to be friends with.

Q What sort of gain do you think there would be for you in

making friends with a Black student?

A I suppose one particular advantage would be that I'd become a little more understanding of the Black community than I have been. My own background until now has been mainly the white community.

Q Do you think there should be attempts made at getting Blacks and whites together?

A Yes, I do.

Q How would you go about that?

A I think that specific attempts should be made to set up organizations of Blacks and whites to speak about racial problems.

Q Well, are you personally doing anything about that?

A To be perfectly honest, no. I'm not. I'm not generally one who goes out to look for things to do. I'm more the kind who'll do something if the opportunity presents itself.

Q In other words you would have to be pushed, you think or

A No, not pushed. I'd just like to have the opportunity there as opposed to my going out and breaking the frontier myself by saying, "I'd like to form this organization."

Q In high school, would you have some relationship with Black students? Do you think you would like to get back to that level here?

A Yes, I would like to go back to that level of contact. But the point is that the problems are not the same as they were in high school. I went to a school where the Black people didn't have the same sort of problems as they have here in New York, although they identified with Blacks in areas like this.

Q Do you think that this is one of the major issues on campus?

A Not to me, and I don't think it is. I think there's much more concern about the war in Vietnam and things like that.

Q Do you think it should be a concern of this school?

A I certainly think it should be a concern. But I don't know for sure what the problems are at that point.

Q Would you be interested in getting involved with yourself in trying to work out this particular situation?

A As I said, I would be interested in participating in any opportunity that presented itself.

## Interview: Barnard

Q Did you know any Black students in high school?

A Yes. There were only two in my class, and only 7 in my whole school. I knew them.

Q Have you met any Blacks since coming to Columbia?

A Just one.

Q How did you meet that one?

A Through my roommate.

Q Would you like to meet more Black students?

A Yes, I'm very interested in it, but I think it's rather hard.

Q Why do you think it's hard?

A It seems to me that the Black students want to pull back from the whites, so as to identify themselves. I think that's a good thing, but I also think it makes it harder to create any kind of real understanding between Black and white students.

Q Well, are you satisfied in

general with the situation as it is at Barnard?

A No, I can't say I am satisfied, because I don't know where it's going. I can only see what's happening.

Q What do you see?

A Well, for instance, the Black girls have their own floor on Hewitt, and they have, more or less, their own table in the dining room, and they seem to move in groups. And so there's very little interaction between whites and Blacks. I don't feel that there's any hostility. It's just that the Blacks here have made this choice. And I don't mind that they've made it — I mean, aside from my own personal feelings. I'd like to know them. But I can't.

Q Isn't there any area now, in classrooms or elsewhere, where there is at least a small amount of interrelationship?

A: Well, in lecture classes, there's just no discussing. I mean there doesn't seem to be any interchange at all between students. You know, everything's directed to the teacher from the teacher to the student. I don't think the classroom situation is very helpful in getting to know other people.

And I remember, during the orientation program, a lot of freshman girls were very upset when they found out that there was a special orientation for Black students at Barnard. They thought that was terrible. They just couldn't understand it. Their idea was that integration was what we needed, and understanding. I've heard a lot less talk about it lately, probably it's quieted down a bit.

Q Do you expect any problems to result from this "isolationism" at Barnard?

A Nothing violent or overt. But it is a problem that two groups of people aren't understanding each other.

Q Would you like to see the situation changed? Or do you want to let it ride?

A Well, it's been worked out this way by the Blacks: this is what they want, this is what they feel is important, this is what they think is going to get good results. I think the first thing to consider is what is going to help them, what is going to allow them to gain what they feel they must gain, because they're the ones who have been oppressed for so long. It's a sad thing that I can't get to know a Black girl, and that there's automatically a tension between us. It's sad for me and it's probably sad for them, but if this is going to benefit things as a whole, then I'm willing to put up with that. It's just that I'm not convinced that it will. I just don't know.

Q Some people have told us that there really is no problem,



so why try to create a situation where a problem might arise? Do you agree with that?

A Not at all. I think that you have to examine any situation and find out what it is

whether it is really going to achieve something. I'd really like to know. And I think that this is probably one way to find out how many others feel the same way as I do.



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# The Honor System: Is It a Fraud?

By RUTH SMITH

Every test given at Barnard is assumed to be under the Honor System. Each student according to the Honor Code, "resolves to refrain from any form of dishonesty in college life." This includes asking for answers during an exam, bringing notes into a test ("gyp sheets"), plagiarizing authors' works, signing attendance sheets for someone else and generally any form of dishonesty. Those who see or hear of cheating are asked to report the action or speak to the offender.

Is Barnard really on the Honor System? Do Barnard girls cheat on exams, quizzes, and papers? Does stealing go on in McIntosh Center and in the library?

In a survey taken by *Bulletin*, most students interviewed felt that cheating did exist, and that the Honor System was virtually useless. Others, however, felt

that all at Barnard were fine and upstanding "honor coders."

Said one Barnard sophomore, "I've never seen cheating on exams, although I know it exists. In one French course I took, a poor student copied a paper from an obscure book of criticism. When confronted by the professor, she denied ever copying although she had told me the day before the paper was due that she would."

A junior vouched for the fact that "ten students each read a few chapters for a certain introductory course with a very picky, detailed mid-term. During the exam they all collaborated, got A's, and ruined the curve."

Cheating appears in other forms too. On sign-up day for English 40 many girls crossed out names on the lists and substituted their own. One freshman after being trampled, crushed, pushed, and clawed at, still had her name crossed off a list.

"Most of these people wouldn't cheat on finals, but they don't give a damn about cheating on lists or about cheating people," she said.

Part of the problem lies in the fact that many students don't know what cheating is or don't care. One senior said, "I've never seen any cheating in my four years at Barnard." She has stolen at least one book from Wollman Library, however.

Honor Code allows freedom and relaxation during exams, but does not change the minds



or actions of any student inclined to cheat since cheating is not a conscious act against the

Honor Code but rather a conscious act towards attaining higher grades.

## Variations on a Theme: A Recipe by Ruth Steinberg

### Ingredients

1 tablespoon of butter  
1 large onion  
1 pound of ground beef  
either:  
left-over chicken, diced  
left-over veal, diced  
1 can tomatoes

1/2 cup cooked rice (Uncle Ben's)  
Salt and pepper to taste  
4 tablespoons grated Parmesan cheese  
1 1/2 tablespoons parsley, finely chopped  
With a pound of ground beef,

left-over chicken, or left-over veal, three different and exciting dinners may be made. Each of the three main ingredients may be added to the same basic recipe.

Start with 1 large onion, peel and dice. Heat about 1 tablespoon of butter in a large casserole over a medium heat. Test to see if it is hot enough by placing a piece of onion in the butter: if small bubbles form around the sides of the onion, the pan is the correct temperature and the chopped onion should be added. (The onion should not spatter nor should the butter be brown.) This is the heat that should be maintained so that the onion sautes. The onions should be stirred occasionally with a wooden spoon, making sure that none stick to the pan, until they become translucent.

Open a can of tomatoes, cut the tomatoes into eighths and add to the onions along with about 1/4 cup liquid from the can. (Reserve the rest of the liquid.) Add about 1 1/2 teaspoons salt and about 1/4 teaspoon freshly ground pepper (preferably white), or add to taste.

Bring the tomatoes to a boil, then turn down the heat, to a simmer. Add 1 1/4 cups cooked rice, which is made from 1/2 cup uncooked rice. Add more rice if desired.

Then add either the beef which has been cooked in a pan to desired doneness and broken into bite-size pieces, cooked chicken, or cooked veal. Simmer for about 15 minutes.

Add about 4 tablespoons of grated Parmesan cheese and about 1 1/2-2 tablespoons of parsley (preferably fresh). Serves four.

\* The reserve tomato juice may be added to taste if you'd like to have more liquid.

### FURTHER VARIATIONS:

1) Either cooked yellow squash or zucchini may be added before the rice and simmered in the tomatoes for about 3-5 minutes. (Both squashes should be washed, ends trimmed, and parboiled (i.e. placed in boiling water to which 1/8 teaspoon salt has been added) for three to five minutes.)

2) With the veal or chicken (not beef), thinly sliced ham may be added to taste. It should be sauteed after the onion, before the tomato is added.

3) When the salt and pepper is added, the following spices may be added to taste: either 1/8 teaspoon oregano and/or 1 bay leaf or 1/8 teaspoon dried

(Continued on Page 8)



## A career with a social conscience: an explanation and an invitation to career-seeking graduates.

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# Urman Addresses Convocation

Convocation for the Spring Term 1970 was held on Thursday, February 5th. Dorothy Urman '70, President of the Undergraduate Association, who is now completing her term in office, spoke of the concept of morality in education and of what she had learned from the year. Her remarks seemed strikingly relevant to us, enough so to include here.

Miss Peterson, Dean Boorse, members of the administration and faculty, students:

We are all at Barnard College because we are presumably concerned with education, its problems and processes, whether as educators or as students. Each of us develops, at one point or another an operational definition of education or of learning. These definitions are, of course, subject to constant re-examination and re-evaluation in consequence of changes in the environment beyond the academic world, and in terms of abstract constructs, among them the much abused terms "significance" and "relevance." Such critical redefinition is essential and constructive because it serves to maintain the dynamic elements in education. But relevance seems to me an ambiguous term, one which especially requires definition. Relevance is what a person makes of his education, how he internalizes it, and how much it helps him to grow. It is not necessarily contemporary or immediate.

In light of this I have my own working definition of learning, one which has enabled me to date to label my education a relevant one. I feel that I have learned when my own thought processes have interacted with an idea to lead to more ideas, to some agreement or disagreement, to some change in the net product which is my outlook. In the vast piles of written and spoken communication a student mulls over in the course of a semester, in the myriads of material we read or reread before exams, there are those readings or formulas or facts which are actively assimilated in the process labeled learning. These remain with us after exams and how much of that which we absorb is part of our active knowledge is the most accurate measure of what we have learned. This active process labeled learning is what makes Chaucer or George Herbert or the Vic-

torians relevant or even exciting to some and makes partial differential equations or the combinatorial properties of polyhedra fascinating to others.

According to such a definition of education, one of the most significant things I learned this last semester was merely a short bit from an essay by the 19th century English critic and essayist, John Ruskin. Ruskin wrote that "all education must be moral first; intellectual secondarily. . . . Moral education consists in making the creature practically serviceable to other creatures, according to the nature and extent of its own capacities, taking care that these be healthily developed in such service. . . this cannot be until some degree of intellectual education has been given also."

That these few lines have become so important to me, that they have come to represent to me the proper goal and direction for Barnard College in 1970, nearly 90 years after they were written by a man whose idealistic approaches to the world's problems may be fairly termed out-moded, is, at first glance, somewhat curious. But the changes in activity and attitude on the campuses in this country and abroad during the 60's, the problems of establishing a viable campus life style, academic and social, which allows each member of the college or university community to maximize his or her capacities and thereby maximize the strengths of the whole, and the peculiar difficulties that arise for the student in trying to make the nebulous and elusive but nonetheless real connections between academe and such hard-core facts as pollution of our natural resources, poverty, institutionalized injustice, drug addiction and war, have all added new dimensions of meaning to Mr. Ruskin's words.

The high quality of intellectual education at Barnard is almost universally acknowledged. The extraordinary opportunities

the College offers to each of us for moral education, for growth of awareness is, it seems to me, equally indisputable. However, just as the libraries, classrooms and faculty are worth little in terms of intellectual education, if students do not make use of them, the opportunities in the wider area of non-academic affairs with its attendant moral implications, often go unexplored. And each without the other is, in fact, sterile, inefficacious and sadly wasteful of the human resources on campus.

It is impossible to over-emphasize the limitations we place on ourselves if we cut ourselves off from either of the two aspects, intellectual and moral, of our college education. To remain isolated from the life of the communities of which we are a part, on the campus, in New York City, and beyond is not only to do an injustice to these communities, but is to do an even greater disservice to our own education. In terms of the definitions previously offered that which is passively ingested without translation into action or thoughtful reflection is not really learning. Mr. Ruskin's words may be converted, perhaps simplistically, into a dictum stressing the importance of involvement.

For those students who believe in this somewhat enlarged definition of education there are a number of diverse possibilities for participation. The Undergraduate Association will hold elections for its officers, for chairmen of Honor Board and Judicial Council, a representative to the Barnard-Columbia College Cooperation Committee, and Freshman Orientation Chairman on February 17, 18 and 19. . . . I cannot urge you strongly enough to take part in these elections, to vote, to seek that position which interests you. The Co-ordinating Council has completed plans for Housing, Financial Aid, Orientation, and Library Committees and the elections for the members of these committees will be held at the end of this month, pending approval of the committees by faculty and students. St. Luke's Hospital needs college-age volunteers to do recreational work with teen-age drug addicts in their drug rehabilitation program. We are looking forward to Spring as plans begin for Spring Festival 1970. The Barnard Book-In Committee is in need of contributions of time and money from students and faculty alike. There are more channels available for the directing of student energy and interest that I could possibly enumerate in these remarks. The main point I would hope to make is that participation in any form is essential for both what it can accomplish and for what it can teach.

In a college whose educational history is the composite of the profiles of thousands of alumnae, the recollections and experiences of a handful of students is perhaps insignificant. Yet it seems imperative to me that I try to note now what those of us who have been working in Undergrad, on various committees, on the Co-ordinating Council, and so on have learned in the past year. Many of us have achieved some degree



DOROTHY URMAN  
President of Undergrad

of confidence in both our own ability to set a goal and work toward it with reasonable competence and in the concern and integrity of other people. At our last official meeting this week we were able to list, perhaps immodestly, a number of the concrete results of the seemingly endless hours of meetings, arguing, stencil-cutting, mass-mailings, and feelings of a peculiar kind of impotence. In the past year the Representative Assembly composed of representatives from all Barnard clubs, organizations, publications and committees was convened at regular two week intervals to consider a number of questions of concern to the Barnard students. A very successful Spring Festival was held for the first time last Spring, attracting the participation of faculty administration and students during months of preparation which culminated in a day resplendent with displays of diverse talents and interests. The Co-ordinating Council has been meeting all through the fall semester and has to date made considerable progress in the creation of a complete tripartite college government for Barnard. The Committee on Instruction met for the first time at the end of last semester with its new student membership, at which time the reform of examination regulations was taken up. An Ad Hoc Committee to develop policy for the McIntosh College Center was set up and has been meeting since last Spring working out the rules and procedures for the new facilities on campus. Undergrad has maneuvered and stretched its budget to sponsor such innovative activities as the Barnard-Columbia Course Evaluation Guide, the Student Forum, the various activity committees of the College Center, a lecture series planned by the Experimental College, BOSS, the expanded Thursday Noon Program and the social science quarterly. We listed too the things we should have done but never seemed to manage and would hope will be done by those who succeed us, for instance, the formulation of a satisfactory Undergraduate constitution.

We were often foolishly naive, over-confident or sometimes simply stupid. At one point in September, after a number of freshman raised questions as to the validity of two orientation programs and subtle tensions were sensed, we believed that we could set straight the centuries of moral problems in this country and enable everyone to live happily ever after by holding a large open meeting to talk things through. We learned very quickly and painfully that such grandiose ambitions are doomed to failure that there are problems whose sources and solutions extend far beyond our realm of experience. We did not succeed in what had been a child's venture but we had, for all the mistakes and mistaken intentions, learned from the experience and stimulated an evening of worthwhile discussion for all those who had attended.

We have learned that we cannot achieve perfection by wishing for it, that the interaction between people which moves the college in academic and non-academic areas, are complicated and often somewhat sordidly based on economics, politics, self interest or expediency. We have learned patience and we have learned that an excess of patience is often as non-productive or detrimental as is its absence.

In short, we have received a moral education. To me the term moral education does not carry with it any traditionally moralistic implications. When I say moral education, I mean that intellectual education which relates to life in its broadest sense. A college cannot, must not, should not attempt to prescribe morality. That is to regress to the point passed years ago in mundane debates about partial hours and such matters. But the college must teach morally. It is to this direction the College must look if tragedies such as the one we witnessed recently are to be avoided. That is the quality of education must be both in and out of the classroom, such that it enables students to think intelligently so that they may arrive independently at their own moral decisions.

I didn't want to be reduced  
(Continued on Page 8)

Of course, we all learned that

Note: In a recent development, Dr. Marjorie Nelson has invited Exec Board to discuss with her the problems of medical care at Barnard. This occurred after she was shown Miss Urman's letter by President Peterson.



DR. MARJORIE NELSON

# BULLETIN BOARD

### Student Seminar on Water Pollution

A second all day Seminar on Water Pollution for College Students will be held at McMillin Hall Saturday, February 22. The seminar will begin at 9:30 a.m. and continue until 4:00 p.m. The seminar is sponsored by the Student Council on Pollution and the Environment (SCOPE) with assistance from the Federal Water Pollution Control Administration.

### Last Chance for Ski Trips

Student Board of MacIntosh sponsored among many other things, great (cheap) ski trips. The last three are:

February 22 (Sunday) Bellows Falls, \$11.00 round trip.

February 13-15 Feb 27 March 1 (Wednesday) Mt. Snow, Vermont. \$4 round trip. Includes lift tickets, food, and rental gear. See CAO for more details and reservations.

For those who want to slay horns there will be a ski movie Feb 10 at 8 pm in MacIntosh recreation room. Free refreshment.

### American Political Films

Starting Feb 19 the MacIntosh film committee will sponsor every Thursday night American political films as part of the Second Film Series. (The first was Mae West and W.C. Fields) The third will feature A Hitchcock film, such as Citizen Kane and The Manchurian Candidate will be shown in Lehman Auditorium at 8 pm. Admission about 50 cents.

### T.G.I.F.

As part of the beginning Think God It's Friday series Student Board will present on the last Friday in February a professional jazz session to be followed every Friday afternoon in Mac by more of the same P.S. — It's free.

### MacIntosh Miscellany (the February Version)

Feb 19 — Janice Sims singer, in Mac Check with CAO for more information.

Thursday, Feb. 26 — Faculty game night in MacIntosh (parlor games).

## Variations On a Theme

(Continued from Page 4)

tarragon and/or 1/8 teaspoon basil

4) Fresh minced dill may be added to taste with the parsley

5) A clove of minced garlic can be sauteed with the onion

6) Cooked noodles may be substituted for the rice

7) Sauteed mushrooms may be added to the mixture with the rice

8) If beef is being used as the main ingredient 1 diced fresh pepper may be added to the onion and sauteed until tender

9) The casserole may be put in the oven during the last 15 minutes of cooking. If this is done extra cheese may be added to the top and the casserole put under the broiler for about one or two minutes until brown. (Be sure it doesn't burn.)

Saturday, Feb 18 — Hoe Down Square dancing, 6 piece band caller, free, MacIntosh, 8:30 p.m. to 1:00 the next morning

Feb. 11 and the next two Thursday nights — Rock band Richard Handler and others, MacIntosh, free admission and refreshments, \$3.00 on

### Guttmacher to Speak

Because many requested an open discussion on sex, education Barnard has invited Dr Alan F Guttmacher, President of Planned Parenthood World Population to speak on contemporary problems of reproduction

Two separate meetings have been arranged. The first is Monday February 16, at 7:30 p.m. in the Reid Lounge, Reid Hall. The second is Tuesday, February 17, at 1 p.m. in the Recreation Lounge at McIntosh Center.

These meetings will be open discussions rather than lectures. Anyone who would like Dr Guttmacher to answer prepared questions can send them through local mail to Patricia McGrath, 539 Hewitt Hall

### Public Relations Interns

Our office has just received information on a Public Relations Intern program for summer 1970 for students interested in a career in public relations. Competition is very keen (last year 5 of 70 applicants were chosen to participate), and experience with writing, newspaper work, etc seems to be very important.

Any interested students should arrange to talk with either Miss Parshall or Mrs Shain about being considered as our office has been asked to select and recommend only several students.

### Freshman Medicals

Freshmen are requested to make appointments for the required medical examination.

Examinations begin February 4 and must be completed before May 15 1970. Sign for an appointment in Room 202 Barnard Hall.

### Deferred Examinations

Deferred examinations for examinations missed in January will be given on March 4, 5, and

6. Applications are due in the Registrar's office not later than February 13. There is a fee of \$5 for each examination. They are open only to students whose work for the term is satisfactory, and who were absent from the regular examination for reasons of illness or a family emergency. Medical absences must be excused by Dr. Nelson.

Students who miss examinations in Columbia courses (C, F, G, and W) must make arrangements for deferred examinations with the Columbia University Registrar. These examinations will be given April 6-10. The deadline for filing for them is March 2. They are subject to the same restrictions that apply to absences from Barnard examinations.

### Basketball Practice

The Barnard RAA Basketball Team which has scheduled games with Sarah Lawrence College, Queens College, and Brooklyn College, will begin practice for second semester Thursday, February 12 at 5 p.m. in Barnard Gym. Anyone interested should attend.

### EMANON Appears

On Friday, February 13 the first issue of EMANON, a new magazine published by Barnard students, will appear. EMANON replaced FOCUS in the campus literary journal.

The first issue will be on display in the MacIntosh Center and on display for 25 cents per copy. It includes poetry, prose, and photographs. Fifty over twenty-five people selected from 175 writers by over 60 contributors.

The EMANON office is in 106 MacIntosh. There will be registration on Monday night, Feb 16, 8 pm during the first semester in the EMANON office. Contributions for the second issue are now being solicited and may be dropped off at the office or sent to EMANON by campus mail.

The first issue of EMANON was backed by the English Department and financed by the Undergraduate Association. Financing for the second issue is not definite but seems promising. There is a possibility of a third issue for this year.

## Urman Addresses Convocation

(Continued from Page 7) ... to highly personal observations, memories or reflections. But as a bit of a senior after 3 years of academic and non-academic study and moral education at Barnard the reflections have manifested themselves as a my attempt at objectivity about our during periods of deep delay, impatience and indifference. I asked myself frequently if I would imagine what it would be like if the time and trouble were in fact worth while if they were in any way at all. Would it not have been worth it to have adhered to a somewhat narrower definition of education? Mr. Ruskin's principles provided the rationalization the justification the additional words that I needed and therefore were so meaningful to me. What we have or have not accomplished is not as important as what we aimed to do. What we aimed to do was part of our moral education and ultimately what we are must be defined by those aims.

I keep thinking somewhat peripherally of T.S. Eliot's poem 'The Love Song of J. Alfred Prufrock'. I picture Prufrock walking along the beach with the bottoms of his white flannel trousers rolled up. He won't get them wet or dirty or be uncomfortable but he won't learn how to swim either.

# SERGE DOUBROSKY

## "La Dispersion"

Serge Doubrosky will read from his new novel and discuss problems of creative writing.

Maison Française  
560 West 113 Street  
8 p.m., Wednesday, February 11