



BARNARD BULLETIN

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Coeducation Efforts Gaining Momentum

"...exceed most students' expectations"

By SYDNEY LADENHEIM

Informed sources close to the Barnard administration told BULLETIN last Thursday that complete cross-listing of all Columbia and Barnard courses will be achieved by the start of this coming fall semester.

President Peterson, in an official interview with Bulletin last Friday, tried to explain the reasons for these "speculations." A report by the Barnard-Columbia Joint Committee to study increased academic cooperation between the two schools, she said, is "a very positive report."

The findings and recommendations of the committee, she said, of which Dorothy Urman, president of Undergrad, Barry Ulanov, Chairman of the English department, President Peterson and Dean Hoyde are among the members will, when it is released next Tuesday, "exceed most students' expectations," and she added, "some may even find it liberal."

Miss Peterson also stated that she expects the Barnard faculty to "receive the report favorably." She did say, though, that her latest information on the subject was "not final," and that discussion and approval by the faculty will be necessary before any official statement can be released. The proposal for coeducation is still in draft form, she stated, but ideas are crystallized and completely agreed upon. The only thing to be reconciled, she said, is differences

between those members who favor strong or weaker statements of their convictions.

In a closed meeting on Monday that lasted three hours, the final draft was prepared. Those present refused to comment on the report since the report is confidential until it is submitted to and approved by the Columbia Committee on Instruction today and the Barnard Committee on Instruction next Monday. The report, when finished, will contain the official policies and



methods towards academic cooperation between Barnard and Columbia.

In a related development, the Barnard administration released information yesterday about the formation of a joint committee

to study coeducational housing between Barnard and Columbia. The committee, the release said,

"will study the available and potential facilities for such living arrangements, and will
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Robert Palmer, Barnard Librarian

I Call It Stealing

By ROBERT E. PALMER

The Barnard Library has experienced an unprecedented amount of book loss this academic year. As of January 30th, 45 bound volumes of periodicals were missing; from the reference collection, we are currently missing 10 dictionaries, 5 atlases, and 24 general reference books.

During the January exam period, books on closed reserve were removed from the library without proper signing-out. So much for the honor code in the library.

Librarians have been reluctant to publicize the various problems of book loss and mutilation, but the problems are severe. The restrictive solutions are partial and costly. Ideally one expects users to respect both the materials themselves and the need for similar materials by other users. But if there is no accountability for library users, then checks by attendants or machine may be necessary.

Usually librarians must weigh the cost of replacement for lost materials against the cost of a tight security system. But there is another cost that is impossible to estimate — the cost of inconvenience to the student who must do without the desired materials and whose studies will then suffer. We see the annoyance and feel the frustration when we are not able to produce the material. If responsibility of those using the library is so limited, it will be necessary to establish a tight control by partially inconveniencing all library users to prevent the loss of materials.

For years the Barnard Library has prided itself on the accessibility of materials, either available on the shelves or through an accurate circulation record. The library is used by more than Barnard students. There are more Columbia students and
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Goodell on Revolution

Senator Charles Goodell urged last Friday students who are committed to social progress to "get involved in the revolutionary currents that are sweeping our society," but cautioned them to "eschew the anti-libertarian tactics which inevitably invite repression by those who hold power."

While describing himself as "one who still believes our American system can be made responsive," Goodell asserted that "we are in a revolutionary era, and one in which students throughout the world have a special role to play — as challengers to the status quo in technologically advanced countries and as potential leadership elites in the emerging nations."

"Students have a critical responsibility to be effective in that role — not to be deluded by over-simplifications, myths, and the tendency to 'play at revolution.'

"They must be committed to the hard work and analysis necessary to bring about lasting change.

"They must not fall into the same traps as their elders — adopting a warfare psychology in which repression and dehumanization of the opponent inevitably follow.

"We all must finally acknowledge that the fundamental issue is not whether we march on the side of the militants or the police as they advance toward each other, but whether that choice is the only one left to us.
"Students have a much more positive choice — the power of moral persuasion and non-violent civil disobedience rooted in the conscience of people shock-
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Wallace S. Jones, Chairman of Trustees

Jones on Coed, Drugs, Trustees

By NAOMI WILLIAMS

Wallace Jones, who has been Chairman of Barnard's Trustees since 1967, can trace his affiliation to Barnard and Columbia over the course of several decades. He graduated from Columbia College and was editor of the Law Review while attending Columbia Law School. His mother, a Barnard graduate, was founder of the first Alumnae Council at Barnard, and his father was a professor of philosophy at Columbia University.

Mr. Jones, who is presently a practicing lawyer, stated emphatically in a recent interview with Bulletin that "the Trustees shouldn't run the college, but rather see that the college is well run." As Chairman of the Board, he presides at meetings of the Trustees, works out the agenda for each meeting with the President, and engages in a variety of fund-raising activities for the College.
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FORUM:

Editorial

GYM REQUIREMENT

(the last and final version)

Much has been said about the evils of getting grown girls to stretch and bend in a three-year compulsory program of physical education. Although various committees are working to alleviate the friction between devoted gym teachers and their weary students, we feel that certain suggestions are in order.

The main contention of the gym protesters is that the gym requirement is time-consuming, non-academic and therefore useless, and an insult to those who feel they can very well take care of their own bodies without external advice. The phys ed facilities, they maintain, ought to be reserved for those who are voluntary exercisers.

On the other hand the gym department feels that students today lead a sedentary life that if not activated can only lead to middle-aged deterioration, and that Barnard's phys ed facilities are so excellent (they are) that it would be a shame to waste them on dieters only.

There is merit in both points of view, and they can be reconciled on the basis of certain compromise programs.

Here is one that we suggest:

That gym be made compulsory for no more than three semesters. That freshman gym, or first semester body conditioning, be changed to self-defense, a very popular course now and also a necessary one near 116 Street.

That the other two compulsory semesters be conducted on an open hour basis for all sports that lend themselves to this type of program. That, in order to encourage students to take more gym courses after the requirement is satisfied, two or three gym courses be given academic status and counted as one academic course (no more than one gym course being taken per semester). The sport, of course, would be graded on a pass-fail basis.

These are merely suggestions. The point remains that a compromise is clearly needed — or else one day they'll give an archery class and no one will come.

Note: The above expressed opinions are not those of the other editor. — S. L.

Student Forum: Opinion

By JOHN LINDER

(the first in a new series of "personality profiles" on present students)

His feet spread sidelong, his body turns as he speaks or as his neck tilts, he sometimes looks up into your face. The high, dark wood chest supports a mirror with one photograph leaning, colorfully curling down. An old girl friend, a high school teacher and some friends sit smiling on the sundial; there is the motion of quenching spring repose. Maybe 30 books, an Atlantic picture of Eliot and Pound (his favorite poets), a white

sheeted bed loosely blanketed, an almost unobstructed dark desk, the one floor lamp, a green and white wall cloth, in turn remind you of four tall gray walls looming behind, set close together.

Terry, (This is, of course, not his real name; it is, I hope, the only not-real element in this account) a College junior, came to Columbia from a moderately wealthy Buffalo neighborhood, having graduated from its 1800-student High School. He reflects that secondary education "is a

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Quotation of the Week

"I just don't believe we should be made to pay the bill for Barnard girls who want to cross the street for a free smorgasbord."

—Prof. Theodore H. Gaster, speaking on coeducation

In The Morning Mail

Women at Barnard

Dear Editors:

I wish to congratulate you on your issue of February 11th. Dorothy Urman's convocation address certainly deserved publication in full, but many of your other news items and contributions were as stimulating, if not quite so moving. I would like to comment on two in particular — Dorothy Foltz's "Women's Liberation on Wrong Track" and Lynda Horhota's "Opinion: Women's Lib Charges Barnard Bias."

I was upset by the uncharitable tone of Miss Foltz's piece because I have the greatest admiration for the women I have met who are active in Barnard Women's Liberation. They are certainly not unaware of the straight-forward prejudice that they will face when they leave Barnard and start their careers because they are women, but they are also aware, as Miss Foltz is apparently not, of the complexities of sexual oppression. These last two words will strike some readers as hysterical, but sexual oppression is what it is to those women who have begun to analyze the cultural, societal and intellectual pressures on them to conform to an image of themselves that they find limiting, degrading and intolerable. The liberation of women involves every aspect of their lives. That one meeting should fail to cover all the issues should surprise no one.

Lynda Horhota is right in saying that the choice of majors by Barnard students reflects their previous conditioning rather than any conscious effort by the Barnard administration or faculty to mould women in any particular direction. I wonder if anyone knows how many Barnard students change their minds as a result of taking required courses in disciplines outside their majors, and discover "masculine" subjects and change to them from "feminine" majors such as English and art history. I wonder also how many students discover that English and art history are not such soft options as they seem.

The Placement Office, contrary to the impression conveyed by Lynda Horhota, does not passively accept the female-stereotype jobs that are offered to them. In fact, Mrs. Gould is Barnard feminists' best friend. Faced with leaflets for executive training programs addressed to "him" only and illustrated with pictures of Dink-Stover-at-Yale types staring happily into their futures in the big world with ivy covered walls behind them, she reacts by writing to

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The following articles printed in BULLETIN'S Forum do not necessarily reflect the opinion of the editors. Any member of a Barnard-Columbia organization is invited to express his group's views in Forum.

Women: In History or the Home?

By ELIZABETH WEINER

I interrupted my American History class the other day to ask if there were any important women in our history other than the two or three mentioned in five months of lectures. My professor's jovial response was just about what I expected: "Why no, I can't think of any. You'll have to go to graduate school to learn about that; I'll write you a recommendation." But the deadeningly indifferent silence of the other students really disheartened me. "Why in God's name would we want to study about women?" they seemed to be saying.

This indifference of women to their own history is especially disturbing at a women's college, supposedly built to enlarge the horizons of the "weaker sex." Barnard women, who sit in classes year after year, inundated by the accomplishments of men in politics, philosophy, the arts, the professions; who learn little or nothing of the equally great accomplishments of women in these fields, are actually being brainwashed to accept inferior roles in society.

Is it any wonder then that most Barnard women emerge from four years of "education" to become wives, mothers, and secretaries? We leave school with the idea that these are the only roles women are suited for, with an internalized disdain for our own sex, with the belief that positions of leadership are "unfeminine." We leave Barnard to make as little dent on history as we have been trained to believe our predecessors have made in the past.

And yet my professor says, "Why, I can hardly think of any important women." His education, too, ignored the Frances Harpers, the Emma Willards, the Lucy Stones and the Susan B. Anthonys. Of course, the historians say these are "minor figures;" they have no desire to plant ideas in our heads which might take us away from their beds and their kitchens. But if historians insist on making the generalization that women have played only a minor role in history, they then have the responsibility to teach us why and how women have been subjugated and brainwashed into minor roles — so that we can better understand our own oppression. And what is the historians' excuse for ignoring the enormous influence of women as a group on culture, on morality, on education?

Most of us recognize the validity of courses in black history — an oppressed groups' knowledge of its own past gives its members a needed sense of identity separate from that of the oppressor. Women's history has an equal validity, for it is as impossible (and undesirable) for women to identify with or emulate men as it is for blacks to be guided by white models.

Barnard offers only one course in women's history, which is not even considered important enough to be taught every year. Another course, originally called "Women in Renaissance and Medieval Literature," was rapidly retitled "Problems in Renaissance." Does our faculty consider "women" synonymous with "problems?"

If Barnard is to justify its existence as a women's college, it must accept its responsibility to teach us about the achievements of women in history, to raise our consciousness of the abilities of our sex, to encourage us to reexamine the traditional roles society has allotted to us. But if Barnard remains content to turn out women whose highest ambition is to be good wives, mothers, and secretaries, it will sink into a justly-deserved oblivion.

NOTE: Elizabeth Wiener is a member of Barnard Women's Liberation.

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BARNARD BULLETIN

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IN THE MORNING MAIL

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 these employers, pointing out that such sexually biased literature cannot be given to Barnard job applicants. Some employers thank her for pointing this out and "integrate" their literature; some never reply. Publishers write her letters lamenting the dearth of well-qualified secretaries; she tells them that women no longer want to be secretaries and what openings do they have for editors. She is the first person to rejoice when a Barnard senior tells her of plans to become a doctor, a lawyer or a scholar, and the first person to be depressed when other promising seniors announce that they are not applying to graduate school and need a job in order to put their future husbands through graduate school. She tries to convince girls with good records that teaching kindergarten or becoming an air hostess won't begin to stretch their minds or develop their particular talents. Perhaps her office should refuse to advertise jobs for baby sitters and maids; perhaps Barnard and Columbia students should run a joint agency, sharing these "female" tasks, thus combating the stereotypes of "woman's work" and making employers see these jobs as work as dignified as and as worthy of financial reward as any other part-time jobs offered to students of whatever sex.

In one specific and important way, I think that all faculty who have women students could do a great deal more than they are doing at present to help women to do more with their lives than become the servants of their husbands and children. While it is assumed that every man needs a job and a job that matches his talents and intelligence, it seems to be assumed that only the most obviously gifted women should be encouraged to plan for a career, and sometimes even these gifted women seem to be overlooked. That is, I am always astonished and depressed to find out that I am the first person to tell an outstanding woman student who has reached junior or senior year that she must plan to enter graduate school. But a woman with a B record can make as valuable a contribution to society as a man with a B record outside the context of her private life, but there is almost nothing done to help or encourage any women except the best. Barnard must have a faculty counseling system as comprehensive as that of Columbia College, and if Barnard believes in the contribution that women can make to society as career women and not just as wives and mothers, then the primary concern of such counseling sessions must be to help Barnard students to discover their potential and to decide in what way they are going to help improve a society desperately in need of improvement. Many Barnard students do not apparently think beyond the heady glory of a white wedding to the empty days beyond the first hectic years when their small family is young (because of the

population explosion, we assume that no Barnard woman will ignore the social consequences of finding fulfillment in having a large family). As more women realize that living vicariously through their husbands is to discover only a part of their humanity, and in so doing force many of their contemporaries to rethink their values and goals, Barnard will find that more is being demanded of her than education in class rooms along familiar academic lines.

Sincerely,
 Prof. Ann Harris
 Dept. of Art History
 Columbia University

Wrong Number

To the Editors:
 I was puzzled by your story in Bulletin about Miss Peterson's telephone number. If by "Columbia General Directory" you meant "Columbia University Directory Officers and Staff 1968-69" — the latest one available — you would find by looking in it that her residence telephone number was not given. Did you just take the law student's word for this? In view of the recent vagaries of the New York telephone system, it might have been fairer to mention some alternative explanations.

Sincerely,
 Edward J. King
 Dept. of Chemistry

Editors' note: By "Columbia General Directory" the student meant the telephone information service called "General Directory" that releases the telephone numbers of all students, and faculty and administration members. At the start of the school year the information service operator released Miss Peterson's old number, not realizing that it had since been changed.

Apartment Politics

Dear Editor:
 Despite highly praised reforms in Barnard's financial aid policy, there still exist inequities which cannot be tolerated. These discrepancies are based on Barnard's underlying inability to conceive of the needs of its students, and a denial of their potentials. The most illustrative example of this is Barnard's refusal to grant financial aid to students living in apartments.

There are many obvious reasons why it would be to Barnard's material benefit to encourage off-campus living. As everyone knows there is an acute housing shortage. Many commuters who should have the benefits of getting away from their families are denied college housing because of the lack of space. If more students lived off campus, more of this space would be available to those who would appreciate it. However, as we shall see, this directly violates Barnard's philosophy of education, or better, subjugation.

The argument against giving financial aid to apartment dwellers is that the student in question had the opportunity to live in the dorms or at home, and thus receive financial aid. The view that either of these alternatives offers any "opportunity" is questionable to start with. However, the argument continues, funds are limited and some lines must be drawn. Further, by granting money for dorm living Barnard is merely putting

money back in its own pocket — it's not as much of a loss. However, it is clear that this line was drawn under the influence of an ancient and warped morality, and the time has come for re-evaluation and reform.

It was assumed, until quite recently, that any girl who wanted an apartment, wanted it so she could participate in some secret and horrible cult that was too shocking for Barnard administrators to imagine, let alone condone. Whatever the reason, if she was any kind of a nice, docile Barnard girl, she could just as well live in the dorms, and Barnard was not about to give money to that kind of girl. Recently, Barnard has made a superficial change in attitude. Students who have parental permission are at least allowed to live off campus, but the underlying aversion to supporting such a move is still reflected in Barnard's financial aid policy. Once the parents have signed the permission slip, Barnard is cleared of all legal responsibility and in their minds, moral responsibility too. Herein lies the basic emotional hangup of Barnard College. Barnard assumes that someone must take responsibility for the personal lives of its students, and if the parents don't or can't do it, it's up to the

choking-them Barnard's policy should be one of encouragement of individual growth and independence. If a student feels ready to live on her own in an apartment which costs a sum comparable to dorm rent, then she should be encouraged to do so, and given financial aid if necessary. As it is now, the needy student, living in an apartment, has her need figured as if she weren't really paying rent, as a "commuter" Barnard is still pretending that she's living in her parents' home where she doesn't have to pay rent. This strikes me as being a really neurotic attitude. And of course, since Barnard wields the purse strings for those who need financial aid, she wields an even greater power over these girls' lives, as does the rest of society. The financially needy student at Barnard is expected to devote hours to earning money which might have been spent studying or relaxing or developing extracurricular talents such as writing, singing, participating in student clubs. However, this is an accurate picture of the "challenge of the future" for those who are not financially independent. I will not argue with it. My plea is simply that Barnard relinquish just one of the unjust rules regarding financial aid — to me the most crucial. Barnard cannot free us from the yoke of societal subjugation of the poor, but it can free us from its own shackles of dependence. It is time to allow financial aid to those who insist on ordering their own lives, who demand to be able to grow and assert themselves, who are the strongest among you.

Christine Jaronski

Placement Office

Dear Editor:
 A trip to the Barnard Placement Office for a graduating senior is a most disillusioning experience. The personal interview with a member of the office is a depressing exercise in how not to value your Barnard degree. The attitude is best typified by the only concrete piece of information given — Learn To Type. Rather than encouraging the student to seek a position of some responsibility and intelligence, the advice is to wallow in a secretarial position until some promotion comes along.

Is this the goal of a Barnard graduate? Secondly, there is a great lack of specific information available. Besides the usual editorial-administrative type posts, no other suggestions are made. In this great and varied city are there no unusual positions or methods of finding them that the Placement Office can suggest? A great improvement in the attitude and information store of this office seems necessary to improve the after college positions for the many, many students seeking them in this city.

A Senior
 (Name Withheld)

Election Farce

To the Editor:
 The run off election for senate observer was one of the most insulting farces I've ever seen. The election was forced by one of the candidates while the other was away on a pre-arranged visit to her brother for the long weekend. Although the office is not to be filled until mid March, the one candidate insisted that the election had to be run immediately because she wanted to know the results.

While the other candidate was out of the picture the winning candidate arranged the election, placing flyers in inconspicuous places, misprinting the other candidate's year of graduation, and manning the polls at the prime times and places with her friends and herself. When the losing candidate finally returned on Tuesday morning she got to help fill the empty spaces of polling time.

The election was run on Wednesday and Thursday from 12 to two with polls at McIntosh, 616, the dorms and Plimpton. Who knew about the election or paid any attention to it? Thus, the candidates for the position not only set up the election but they manned the polls themselves and counted the ballots. There was also electioneering at the polls, mentioning whom to vote for if the voter did not know either of the candidates or their views.

It is also strange that in the initial election, the number of votes per candidate was 85, while in the run-off the winning candidate had over 100 votes and the loser had only 58. What

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school — if the parents have done it, the school can forget about it. Funny it never occurred to Barnard that the whole purpose of education is to "better prepare the student for the challenge of the future." Or doesn't Barnard really believe that a woman should develop into a full, complete human being, one who can order her own life, whose independence is a mark of her strength and beauty. If this is not the goal of Barnard College or the concept behind women's education, then Barnard is completely justified in subjecting its students to a supervised, suppressive dorm life. After all, this will be the best preparation for a supervised, suppressive married life to which all of society is conspiring to commit her. However, if there is the slightest possibility of a woman being a real live human being, who uses all of her capabilities in whatever framework she chooses, whose blossom is full and beautiful, then Barnard must encourage independence, not dependence. Students who choose apartment life are those who demand independence, who demand to order their own lives. These students reject the sheltering arms of mother Barnard because they realize that her vise-clasp is

BULLETIN needs students to work on BULLETIN Supplements. Anyone interested should contact the editors in room 107 McIntosh Center or call 280-2119.

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The Life of the Addict

Personal Studies

By SYDNEY LADENHEIM

The following statements are excerpts from two BULLETIN interviews with ex-addicts, the first a woman from Phoenix House and the second a man now affiliated with Odyssey House. Both became heroin addicts while in school, and both are now active members of their respective treatment houses, counseling new addicts and helping them to overcome their habits.

In these interviews they explain how it happened and what it was like.

Interview One

"I got into it when I was in college. Already in senior high I was curious, and I wanted to be in with the crowd. The big thing then was the reefer. Then it was cocaine, then it was heroin. I belonged to a fast crowd. They all smoked pot. But then I got curious about other things, and I didn't know when to stop. I had problems at home and in order to run away from them I got into the hard stuff."

"I don't think anyone can say that he can stop taking drugs when he wants to. There's no such thing. You can't just 'try' heroin and get away with it. One or two times on it, or at the most one week, and you're hooked. You're as good as dead."

I was an addict for 20 years. Those 20 years I was one big blank. I have good potential and a high IQ and I could have become an executive secretary from the beginning, if I hadn't started on drugs."

"I am against even pot, because for unstable people it can be their ruin. And if anyone thinks he's stable, he's only fooling himself. Pot is in the same

category as alcohol. You see how many alcoholics there are around? Are these people stable?"

"What was the worst experience I had while on drugs? Laying out on the street corner turning tricks. And me with an education, too."

"I have two girls, 17 and 18. They're exposed to drugs in high school. No, I'm not afraid for them. If I saw them going in my direction, boy I'd make them hate me!"

"If anyone reads this who is addicted, tell them that I can tell them about the horror of being a real addict. They have to detoxify right away. Tell them to have their parents lock them up in a room somewhere and have them withdraw. Then you can talk about it emotionally and mentally."

"If you're not convinced about drugs, go to see a detoxification ward. You can tell people over and over of the horrors, but some people have to get their fingers burned first. Go see a detoxification ward. You'll never go on drugs."

Interview Two

"I did it because I was curious. I did it because of friends, because I was tired of drinking, because I wanted new experiences. I started right off with heroin. No pot, no cocaine. Straight into the hard stuff."

"The first time I took heroin I was nauseated. But I had a high, and I wanted another one, because it was a new experience.

In one week I was hooked."

"At first it didn't change my life much. I functioned, I went to school. I even functioned better, but it wasn't real. It was all make believe. I needed drugs to function and I knew it."

"Soon I began to love drugs like any woman. Then I started to deteriorate. I didn't eat when I could have drugs. To support

In The Morning Mail

(Continued from Page 3) happened to the loser's other 27 voters? Didn't they know there was a run-off going on? What for that matter happened to the rest of the college?

It seems to me that this election was run poorly, biased, with little publicity, and with no knowledge of the candidates or what they stood for.

Thus I suggest that a permanent committee for the running of all elections be set up to prevent such unfair elections from occurring in the future.

Sincerely,
Mary S. Lane, '71

Psychiatry

To the Editors:

Re: the complaint of inadequate psychiatric services at Barnard. We have a full time psychiatric social worker, a part-time psychiatric social worker, and two highly qualified part-time psychiatrists on the staff who do counseling, brief ther-

apy — individual and in groups. I am puzzled by the fact that I have unfulfilled hours in my schedule and cannot find enough girls to start a second group.

Helen Stein, M.D.
Barnard Health Service

Afro-Asian Conference

To the Editor:

1970 — the year when the United Nations celebrates its 25th Anniversary, the youths of the world have an important role to play. In a world dominated by a bipolar system, a balance of power, and thereby world peace, could only be achieved by the emergence of a third force — the Third World.

The India Youth Forum believes that the intellectuals, the students, and the youths of the African and Asian Nations should rise as a strong force with deep commitments for world order and progress.

Thus, we propose and are willing to take the leadership in organizing an Afro-Asian Solidarity Conference in New York



"Some people have to get their fingers burned first."

myself I sold drugs to anybody. Anybody. It was 13 years of misery. I wasn't me. Without drugs I wasn't me. I was too sick. I crumbled. I had no self respect anymore."

"I started out doing it with friends. Then I found out it was cheaper to get high by myself, I kept to myself. Without drugs I was irritable, with them I was happiest."

"If any of your readers want to take drugs, tell them 'don't do it.' It's committing suicide. You might as well jump in front of a train. Most people who use it want to die anyway. They do it to be accepted by other people. They're really miserable. There's no difference between drugs and whiskey. Everything is the same."

"The worst time I had was when I tried to kick by myself.

Cold turkey. I was nervous, afraid and weak. I didn't kick successfully. I took as much pain as I could and then I went out for a fix."

First I went to Manhattan General for Methadone. I was on it 21 days. I was not sure of myself when I had finished, so in two days I was back on drugs again. It doesn't work. For young

kids, methadone is just an easy way to get a high. When they're released they're back on again."

"Odyssey House has a 75% success rate. When I came to Odyssey House I was sick and dirty. Now I'm their house coordinator. The house is open every Friday from 3:30 to 5. Then the public can come and see what it's like."

Tokyo-Bangkok Review

By RUTH STEINBERG

TOKYO-BANGKOK, 217 W. 79 St. (between Broadway and Amsterdam Avenue)

If you're tired of the overpriced, underspiced, and over-greased food served by slow, rude, and forgetful waiters of almost all the restaurants of the Columbia area, you're ready for Tokyo-Bangkok. This small, unassuming establishment is moderately priced and is the only place where one can get Thai food in the city of New York.

Having never eaten Thai food before in my life, I was in for a delicious surprise. The Thai dishes which were well prepared under the careful direction of your gracious hostess, Nancy Maharakka, are delicately flavored and spiced by degrees of low, medium and high — depending upon the endurance power of your palate.

Their food is unlike that of many other restaurants in the same price range — where every dish is smothered under "brown sauce" most surely brewed by some dependable woman sitting by her cauldron beneath the subway tracks and then distributed to all of those aforementioned emporia in No. 35 cans. At Tokyo-Bangkok every dish is distinctively prepared with the native spices of Thailand. But if you're not one for spices, then Tokyo-Bangkok offers an enormous selection under the erroneous title "ordinary."

The specialties of the restaurant are Bamboo Pot Phrick served with bamboo shoots; beef/chicken/pork/ or shrimp and choice of spice; Bhai Kraprew with beef/chicken/shrimp/ or pork, green pepper, and bhai (leaf) — a vegetable dried and used as a spice; Pot Phreck — dried hot peppers with beef/pork/chicken/ or shrimp; Beef Seraman — beef, peanuts, and potato cooked in fresh coconut milk with curry powder; and Pot Khing — beef/chicken/shrimp/ or pork cooked with seaweed, ginger, scallions, onions, and green pepper in fish sauce. All are served in a bed of rice.

All of these dishes range in price from between \$3-\$3.50. The "ordinary" dishes range from 2.25. Special hor d'oeuvres include Thai Salad — barbecued beef, fresh orange, tomato, scallions, and lettuce served with Thai dressing, and Fried Eggplant — deep fried in a mixture of salad and sesame oils to a delicious crispness.

Complete dinners range in price from \$3.80 to \$6.00 (from four to seven courses respectively) and a group dinner serving 4-5 is priced at \$20.

Mr. Yoshitaka Maekawa, your courteous host, also directs the preparation of the Japanese dishes. They include Sakiyaki (\$4.25 entree, \$5. complete dinner), Tempura (\$3. entree, \$4.

(Continued on Page 7)

Review: 'Mahagonny'

By MARGO ANN SULLIVAN

Edward Albee wrote in a recent article in *Saturday Review* in which he extolled the marvels of the American theatre post-rigormortis that the purpose of the theatre is "to tell us who we are, and the health of the theatre is determined by how much of that we want to know." Bertolt Brecht, however, had a cheerier alternative for the German audiences of the 1930's and that was to tell them about everyone else.

As is the usual case with Brecht it is the Americans whom he scrutinizes in his play, "Mahagonny." Or as Mary (wife of Harry seated in row eight) described it — "This is us, Harry! It's the frenzy of the American dream."

This production of "Mahagonny" which has aged somewhat since its original presentation promises a stellar cast. Estelle Parsons plays the widow Begbick an escapee from a Pennsylvania penitentiary who

creates the city of "Mahagonny" or "the net for all the suckers." It must be a sort of "Bonnie and Clyde" revisited for her. Miss Parsons makes nasty faces and sings off-key. (Weill supposedly wrote the music for the part for his wife who was also usually out of tune.) Barbara Harris as the insensitive prostitute has one show-stalling moment as she betrays boyfriend Jimmy Mallory. It seems Jimmy (Mort Shulman) bought one round of drinks too many. With the widow's "no credit" policy Molloy must depend upon his friends who "would give their lives for Jimmy, but this is cash." Molloy is executed, and Shulman should have been also. He is "weak" in the role. But then he did sum up the essence of the production saying that being in Mahagonny is "like being caught in a nineteen year long movie running backwards." The play or the translation of the play is mostly at fault here.

No one seems to have bothered to tamper with it to bring what was essential in 1930 up to what is essential in 1970. The result is trite. It is not even entertaining.

As for the stage settings, they too are not especially imaginative. Robert Wagner has designed a sort of building blocks structure. Placards depicting colorful scenes of the desert are removable to grant the audience a glimpse behind the walls of Mahagonny. There is no extraordinary use of design or dimension, but then there are twenty scenes. Perhaps I should let Mary describe it "Look, Harry. That was the first scene which will be the same as the last scene. Meanwhile they're putting up the second scene." But this aspect of the production is just ugly.

Of course the theatre itself is very old which might explain the lack of aesthetic effects. The architecture of the Anderson

sports a ceiling which "blends rococco, baroque, and Iberian-Moorish-classical with high vaudeville." And that alone is worthy of your scrutiny.

I would speak of the direction, but there is none.

Perhaps the most underwhelming aspect of the production is the music which has all the poetic lyricism that one usually associates with Nazi Germany (which Weill fled). The orchestra emphasizes harmony in the definition of unresolved discordant notes. But nothing is ever resolved. It is ugly. Not that "art" must be beautiful, but it must at least be entertaining. Perhaps I should turn to Mary again. "These tunes are not catchy Harry. Not everyone can appreciate them. It takes time." "Yeah?" said Harry. "Well I haven't got that much time."

I haven't got that much time either. All of you may, of course, decide for yourselves on this tenor point, but I'm with Harry.

Wallace Jones Interview

(Continued from Page 1)

In order to develop closer rapport between the trustees and other members of the college community, Mr. Jones emphasized the need for continued face-to-face discussions. He indicated that the Trustees have participated in student-sponsored activities whenever they were invited to do so and that at least once a year students have been invited to observe and participate in a meeting of the Trustees. He also referred to the decision passed by the Board at their meeting of Feb. 11 which will result in the selection of a graduating senior by the student body each year for participation in meetings of the Trustees as a junior alumna. There will eventually be two such junior alumnae, who will be entitled to participate in discussion but not to vote with the Board.

Mr. Jones spends at least one hour per week at Barnard and devotes much time to reading periodicals and journals dealing with educational affairs. He readily offered his personal views when questioned on issues of current interest on campus.

In Wallace Jones' estimation, Barnard would both gain and lose in a merger with Columbia. He stressed the need for constant re-evaluation of the possibilities of a merger, but cautioned against instituting co-education merely because it was currently in vogue, thus "smothering the merits of the case by its fad aspects."

As one consideration, Mr. Jones cited a comment by Miss Rosemary Park (former President of Barnard) in "The Chronicle of Higher Education." She recently stated that on the basis of her experience in both types of institutions, she questions "whether women in a totally co-ed situation get as good a deal intellectually as they do at a women's college." She feels, for example, that women are less likely to take leadership positions in extra-curricular activities in co-ed schools leaving such positions to their male counterparts. Mr. Jones also felt that highly qualified women faculty at Barnard might suffer in the course of a merger, resulting in the failure to make maximum use of their talents.

On balance, Mr. Jones feels that a direct merger with Columbia is feasible, but would take a long time to achieve. He maintains that our efforts should presently be concentrated upon achieving increased cross-listing of courses in every department.

On the issue of the recently announced tuition increase, Mr. Jones commented that although the need for such an increase was unfortunate, rising costs had made it inevitable. The cost of education has been rising at an

annual rate of about ten per cent in the United States, and the college's funds have not been increasing at an equivalent pace. In addition, federal and state aid has fallen short of the amount desired.*

Mr. Jones also commented on several other pertinent issues. He stated that the special programs instituted at Barnard for the benefit of the members of minority groups should continue to be encouraged. However, he believes that long-range plans must be directed primarily toward the tutoring of students who require remedial work on the high school level, so that they will be equipped to function on par with their classmates upon entering college. On the issue of drugs, Mr. Jones said that this was a problem which the students must primarily handle for themselves. While the Trustees have discussed various methods of making guidance and information more easily available to students, the students must educate each other on such basic issues as the differences between heroin and marijuana and upon available sources of guidance.

One of the major challenges faced by the Board is, in Mr. Jones' assessment, the nomination of new trustees who will represent a wide variety of talents and points of view. The appointees to the Board during 1969 included, for example, Roy Matz Goodman, N.Y. State Senator from the 26th Senatorial District in Manhattan; Elizabeth Janeway, an author and critic who graduated from Barnard and is now President of the Author's Guild of America; and Robert Hutchings, an architect whose projects include the Uris Hall Graduate School of Business Administration at Columbia. The other trustees include also educators, experts in finance, businessmen, and lawyers.

In his evaluation of significant developments at Barnard over recent years, Mr. Jones noted a conscious effort to reexamine curricula, improve teaching techniques, and explore inter-departmental possibilities. As to development within the student body, he has been pleased to see a shift away from the apathy to campus issues which was prevalent several years ago. In order to achieve further improvements, he stressed the need for a spirit of cooperation and for a realization on the part of students involved that increasing freedom carries with it corresponding responsibilities within a context of growth and development.

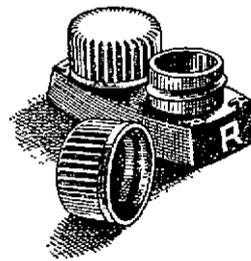
*Only the most careful budgeting, Mr. Jones declared, has prevented a much sharper rise in tuition than that which was recently enforced.

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that improper storage between wearings may result in the growth of bacteria on the lenses. This is a sure cause of eye irritation and could seriously endanger vision.

Co-education: The Faculty Responds

By KARLA SPURLOCK

A recent survey of Barnard Department chairmen reveals that all departments enjoy cooperative and cordial relations with their corresponding departments at Columbia. This all encompassing assessment however, masks a wide range of attitudes and actual departmental practices.

News Analysis

Of the twenty two departments only two the Italian and Oriental Studies enjoy a fully integrated status with their counterparts at Columbia College. Professor John Meskill of the Oriental Studies Department indicated that though his department is theoretically free to make autonomous decisions on its academic offering in practice the Barnard department plans courses jointly with representatives from other university divisions.

Two others, the Music Department

and the Math Department, are practically integrated. Professor Jack Beeson Music Department Chairman, declared all but one course offering in his department to be joint offerings of Barnard Columbia College and the other university divisions. The exception, two semesters of introductory music, corresponds to Columbia College's Contemporary Civilization offering.

Professor Morton Klass of the Anthropology Department indicated that his department while maintaining autonomy, carefully coordinates its offerings with the Anthropology Department at Columbia College. Describing Barnard's relationship with Columbia as "most effective" Professor Klass noted that all intermediate courses offered by his department are "V" courses given jointly with both General Studies and Columbia College divisions of the university. Those courses which are specific to Barnard are offered

in fulfillment of specific Barnard requirements, the introductory semesters and the Junior Readings/Seminar.

"Ours is THE model department," says Professor Basil Rauch of the History Department. The History Department is completely autonomous, unlike departments such as Math or Music; and yet its offerings, as well as the offerings of its counterpart at Columbia College are open without reservation to students of both schools. Prof. Rauch notes that the Senior Seminar, given to fulfill specific Barnard regulations, is the only exception. Indicating that his department is interested in "progressing toward higher ends" — joint planning, cooperative faculty appointments — Prof. Rauch cited the preliminary work of the Faculty/Student Joint Committee on History Studies which, operating on an all-university level, has made a number of suggestions for closer ties and efficient uses of History faculty.

Professor Helen Bacon, speaking for the Greek and Latin Department, stated that cooperation between her department and the Columbia Greek and Latin Department is thorough. She noted a gradual expansion of cross-listed courses, indicating that the literature courses are for the most part sponsored jointly by both departments. Professor Bacon noted, also, that much of the problem at the introductory level was caused by the need to maintain even enrollment in Barnard and Columbia sections. Any Barnard student, however, who demonstrates a clear scheduling conflict can take her introductory courses at Columbia with permission.

Professor LeRoy Breung indicated a similar arrangement for the French Department, though he stressed the basic difference in the approach to French taken by the Barnard and Columbia Departments. Breung indicated that the Columbia department tended to stress the language for communication whereas the Barnard department has tended to stress the literary/humanities tradition in French. Prof. Breung did indicate that all intermediate literature courses are cross-listed.

The Barnard Biology Department has made both formal and informal arrangements with the all-university Biology staff for immediate needs and larger interests. Professor Donald Ritchie noted that his department has cross-listed every course from among the university offerings that a student "could profitably take in one of those divisions." Prof. Ritchie, however, was quick to emphasize that the Barnard Biology Department feels an obligation to uphold its "tradition" of offering its students individual attention and "as thorough an education as the facilities will permit." He very seriously talked of Barnard's efforts to provide the best facilities for its students, expressing his hope that Barnard women would not fail to appreciate the considerable advantage they enjoy as students of a small top-notch school.

Professor Demetrios Caraley of the Political Science Department and Professor Julius Held of the Art History Department both indicated that a coopera-



Prof. Basil Rauch, Chairman, History

"Ours is THE model department"

tive spirit prevails between their respective departments and those of Columbia. This cooperation is manifested in the occasional sharing of faculty, the offering of a few joint courses, and cross-listing in cases of unnecessary duplication. Prof. Held stressed the high degree of inter-departmental communication and the close administrative relationship. Professor Held himself is a member of the university-wide Art History policy making committee.

"Separate, yet cooperative," are the words Professor Mary Mothersill uses to describe her department's relationship with the Columbia Philosophy Department. Indicating that the Barnard Philosophy Department does not cross-list any courses at the present time, Prof. Mothersill was quick to emphasize that any student interested in a Columbia course not offered at Barnard would,

in all probability, receive automatic approval from her department.

Professor Saulnier of the Economics Department said that his department cross lists courses from the Columbia College Economics Department whenever there is marked interest in a course not offered at Barnard. He noted too that many courses in the College and Graduate Faculties are open for cross-registration which, though not cross listed may be taken with the approval of the Barnard Economics Department.

Chemistry Department Chairman Edward King mentioned that in recent months his department has made arrangements with the Columbia Chemistry Department to share certain laboratory facilities. Though a few courses are cross-listed, Prof. King did note that his department has cross-listed Organic Chemistry for some time.

(Continued on Page 7)



Prof. Theodore Gaster, Chairman Religion

I just don't believe we should be made to pay the bill for Barnard girls to take a free smorgasbord.

UNLESS THE ADMINISTRATORS AGREE TO COOPERATE FINANCIALLY, WE CAN DO NOTHING.

THE CHAIRMEN PRESENT A FAIRLY OPTIMISTIC PICTURE AND YET —



Prof. Morton Klass, Anthropology

Barnard's relationship with Columbia is "most effective."



Prof. John Meskill, Oriental Studies

— Department Chairmen Optimistic

(Continued from Page 6)
and that next year Chemistry 59, a special chemistry course for Biology majors, will be cross-listed at Columbia. Prof. King also emphasized the department's willingness to grant permission for students to take Columbia chemistry courses when there is a course of special interest or a schedule conflict.

Professor Barry Ulanov, English Department Chairman, wished to remain silent on the issue of interdepartmental cooperation pending the release of a report on financial negotiations. "I will say, however," declared Prof. Ulanov, "that this semester we have admitted more Columbia College people than ever before." Informed sources report that Barnard College English Department instructors have been told to admit "without qualification" any Columbia College men who wish to be enrolled in writing courses. This policy is in marked contrast to Columbia College's policy of refusing Barnard women admission to English writing courses there.

Professor Richard Youtz, head of the Psychology Department, spoke of the Psychology stand-

ing committee, composed of two faculty members and two students from each division of the university. The committee met not long ago to discuss major requirements at each division, and to exchange course listings. Professor Youtz generally sees registration as favorable, except when it creates space problems — one class too full with another under-registered. Professor Youtz also mentioned that General Studies courses must be paid for.

Spanish Department head, Margarita Ucelay, echoed one of Prof. Youtz's objections to cross-listing. Indicating that there is some interchange between the Barnard and Columbia students in the two separate departments, Prof. Ucelay stated with sincerity, "We would like to work more closely with the Columbia Department, but it is simply a matter of an unequal exchange: more of our girls go there than their boys come here."

Mrs. Lehman, speaking on trends within the Sociology Department, noted that Sociology is interested in the possibilities of closer cooperation with Columbia. At present, cross-registration is allowed if the student finds a course relevant to her

interests and if the course is not given at Barnard. This policy has held for majors and non-majors alike.

Professor Gaster, Religion chairman, makes a distinction between majors and non-majors. Each Barnard girl taking a Columbia course raises Barnard's costs "I just don't believe we should be made to pay the bill for Barnard girls who want to cross the street for a free smorgasbord," said Prof. Gaster, greatly perturbed. Although, according to Prof. Gaster, a non-major who shows persistence and genuine interest may win a concession, he maintains that cross-listed courses are not necessarily available to all students.

The chairmen present a fairly optimistic picture, and yet many of their policies are adhoc and arbitrary. One social science department head had not even formulated an official position as to whether or not the Columbia courses a major takes would indeed count toward the fulfillment of her Barnard major requirements. "We have to be familiar with a girl's work if she is majoring in our department," he said, adding that he hadn't decided how many cour-

ses would constitute familiarity. A young social science instructor expressed one important facet of the problem "It's not a simple matter," she said. "Often our desires have to give way to administrative reality. Students believe that it's all in the hands of the faculty, but unless the administrators agree to cooperate financially, we can do nothing."



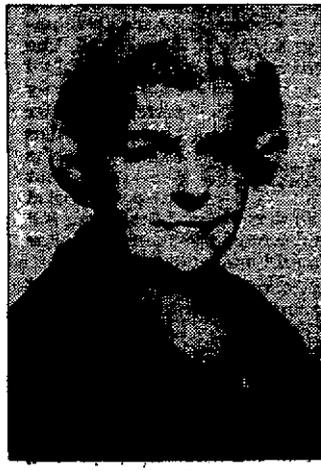
Prof. Mary Mothersill
"Separate yet cooperative"

Coeducational Efforts Gaining Momentum

(Continued from Page 1)
recommend policy for a cooperative program between the two colleges. The program is expected to "enhance the quality of life for undergraduates at both colleges" by "offering students



Dorothy Urman



President Peterson

at Barnard, were asked to "present possible alternatives for coed housing" by autumn 1970 before the room drawings at Barnard and Columbia that are held in late March.

The members of the committee to study coeducational housing

are three from each college: Blanche Lawton of Barnard, Linda Rie, a Barnard sophomore, Associate Professor Joel Newman of the Columbia Music Department, Owen Isaacs of Columbia and Edward Lane, a Columbia College sophomore.

another option for residence." At the same time, Mr. Owen Isaacs, Assistant Dean for residence at Columbia and Blanche Lawton, Director of Residence

I Call It Stealing

(Continued from Page 1)
faculty registered at the Barnard Library than there are Barnard students enrolled. The open doors and open stacks have also attracted people outside of the Columbia community.

There have been occasions when I feel any solution short of the medieval practice of chaining reference books, periodicals, and reserve books will be inadequate. But until users of libraries realize how unauthorized "borrowing" of materials is detrimental to all users of the collection, door-checks may be the only practical solution.

Note: Mr. Palmer is the Barnard Librarian.

Revolution: Goodell

(Continued from Page 1)
ed by the inability of our American system to live up to its fundamental precepts.

"All of us — except those who will not see — must question the simple injustice of so much hunger in the face of affluence, so much war for the sake of peace, so much repression in the name of freedom.

"The dissent of youth is a singularly important force for peace and justice in America today. It is compelling more and more of our people to call into

question many of the gratuitous assumptions we all have made about our way of life and its impact upon our citizens.

"Make no mistake about it — the dissenter's course is not an easy one. Whether in Greece or Czechoslovakia, or in Washington or Chicago, it is not hard to find evidence of man's repressive reflex when established ways are challenged.

"But armed with clear vision, firm convictions and wise tactics, today's students will help to bring both peace and justice to this revolutionary world"

Tokyo-Bangkok

(Continued from Page 4)
dinner), Teriyaki (\$3.75 entree, \$4.50 dinner), and Japanese Beef Steak (\$4.25 entree, \$4.95 complete dinner. One especially interesting dessert is Thai Custard made of coconut milk and jello. Every dish is served with Japanese tea.

Careful preparation of high-quality ingredients produces a

truly delicious and most unusual meal. Tokyo Bangkok supplies a real change of pace in eating. March 1 was the restaurant's first anniversary. Go and celebrate with them; it will be your treat.

Barnard Aids Biafra

Biafra Relief Services Foundation, Inc. received a check from Barnard for the amount of \$163.30. The money represents the cost of the dinner meals of Barnard girls subscribing to a pre-paid meal plan who volunteered not to eat at the cafeteria on the night of the fast. The Earl Hall Student Governing Board and the Student Affairs Committee of the University Senate said that they "are especially encouraged by this donation . . . because of the example of administrative cooperation which Barnard has set; it took a good deal of administrative energy on the part of Miss Moorman, Miss Smith, and Mrs. Meyers at Barnard to set up the mechanism for the donation of this money, and certainly that is a donation in itself."

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BARNARD HOOPSTERS

The Barnard Basketball Team which routed Sarah Lawrence last Thursday, 54-15, will hold a second game — Tuesday, March 10 in the Barnard Gym at 6 p.m. Free.

ART BY THE PEOPLE

An unusual art exhibit, featuring the work of the custodial staff of Teachers College is now

on display. The exhibit includes the work of maids, carpenters, electricians, and custodians. The exhibit has attracted a great deal of interest from the community, and will be on display at Teachers College for the rest of this week.

ESP LECTURES

"Learning to Use ESP" by Dr. Charles Tart, Tuesday, March 3, 8 p.m. at Carnegie International Center, 345 East 46th Street, New York City

"Hypnosis and ESP" by Dr. Stanley Krippner, Dr. Robert Van de Castle and Mr. Charles Honorton, Tuesday, March 31, 8 p.m. at United Engineering Center, 345 East 47th Street, New York City.

COLLEGE TV SHOW

The "ILS" ("Incredible Living Screen") — a television "magazine" by and for students — returns to WNYC's Channel 31 on March first at eight, March second at ten and March sixth at seven-thirty p.m.

"ILS-2" features the uniquely creative film, "A & B," an interview with its maker — a former N.Y.U. Film and Television Graduate School student. He was cinematographer for a previous film that won first prize at the 1969 Lincoln Center Student Film Festival.

The news segment highlights NYC metropolitan area campus problems, including: ROTC demonstrations, community college strikes, and pollution.

Students with comments and criticisms, or talent and a desire to appear on the program should contact Ken Weber at: 212-780-5555.

SUMMER SCHOOL PROGRAM IN ENGLAND

The first summer program at U.S. International University in England, USIU's new overseas center, which is situated on the outskirts of London, has been scheduled for the summer of 1970.

It will concentrate on the English Renaissance (1485-1625)

— its literature, history, art and drama — but will offer general courses as well, Mr. Worthington said.

The first four-week summer session will be held June 24 to July 23; the second July 27 to Aug. 22. For information write, Admissions, U.S.I.A., P.O. Box 2909, 1610 Third Avenue, San Diego, Calif. 92101.

GODARD'S 'SYMPATHY FOR THE DEVIL' AT HUNTER

Jean Luc Godard's film, "Sympathy for the Devil," starring The Rolling Stones, will have its New York premiere at Hunter College on Wednesday, March 18, at 7:30 p.m. in the College Assembly Hall. Subsequent showings will be at 9:30 p.m. on Wednesday, and on Thursday and Friday, March 19 and 20, at 7:30 p.m. and 9:30 p.m.

Godard will discuss the aural, visual and philosophical aspects of "Sympathy for the Devil" in a special documentary film, "Voices." The film will be shown on Tuesday, March 17, in the

Hunter College Playhouse at 3 p.m., 4:30 p.m., 6 p.m., 7:30 p.m., 9 p.m. and 10:30 p.m.

Tickets, at \$3 and \$2 (student) for "Sympathy for the Devil" and 50 cents for "Voices," are available at the Hunter College Concert Bureau, 695 Park Ave., and at Ticketron outlets in the metropolitan area. For ticket information call 535-5350.

LOST AND FOUND

Buildings and Grounds tells us that there are many lost and found objects cluttering up their office. Anyone who may have lost something is urged to check for it at room 3 Milbank. Those who have found objects need not apply.

SPRING FESTIVAL

Anyone interested in working on Spring Festival Committees is urged to contact CAO at ext. 2095.

TASI Works

By GLORIA WEINBERG

Barnard Bulletin congratulates Professor Cobb of the psychology department on his success in designing a system of instruction that is both more effective and more enjoyable to students than traditional college lecture methods. His Teaching Apprentice System of Instruction (TASI) has students who have done well in the course help new students evaluate their understanding of the material. The students in his experimental

class not only performed better than previous classes on the final exam, but also reported that they enjoyed the course and understood the material better than in most college courses.

The average grade on the final exam of his experimental Psychology 5 course rose 11.3 points from 67.9 in 1969 to 79.2 in 1970. For the 71% of the students who completed at least half his reading evaluation quizzes, the average final exam grade was 84.

Student evaluation of the course was determined through a questionnaire. Seventy-five percent of the students said the new teaching system was "much better," and 23% said it was "better" than the usual method of teaching college lecture courses. Seventy-four percent said they thought they learned more and understood better under the new system than under traditional systems. Interest in the material learned was rated "much more" by 38%; "a little more" by 29%; "about the same" by 19%.

Eighty-eight percent of the students in the class noted that they would like to see this method used in other courses at Barnard. Professor Cobb reports that several professors, notably in the language departments, have already expressed their intentions to try a similar method. We strongly urge all faculty members to read Professor Cobb's report on the new system AND TO CONSIDER INCORPORATING PARTS of his method in their own courses.

Student Forum: Opinion . . .

(Continued from Page 2)
deadenning thing, which takes youth away from students and provides nothing to replace it with. In high schools and colleges all over this country, it's the sleepwalkers who are making it." During those years, I never had a good English teacher — just this one man. He was the first older person other than my parents you could trust. The Apache was our literary magazine. I was the editor. It was the place the original people, who were alienated from the school, could literally hide out. Mr. Freed didn't have great insight, but he was a great drinking

partner, easy to talk to, a really wonderful person. He was divorced when we were seniors; I think it made him rely more on us, but he still seems to be able to handle all kinds of things. I guess that's why I like him so much.

The fingers of one hand are always pulling at little pieces of cloth or the flipped pages of a book. "When I came to Columbia, I thought it was a real gingerbread world; I got by for three months just on the name. Here I am, Terry Golding, upholding the tradition. I hadn't studied much in high school; I suppose I was lazy — no, they

just didn't teach much that was good. Then I cleaned up on the boards. My scores were 740 — 720, and I got a 795 in American History. All these girls who'd been taking Home Ec. to keep A averages; they really blew those tests. I knew I was smarter than they were, and I was glad. I major in History now — why? because I had nine points of credit in it when I got here.

"After the first three months, I learned to hate Columbia. It was like waking up from a dream. It just wasn't there any more. Or it was scattered invisibly on the floor. I was literally friendless; there was no one to

communicate with. And all my teachers were unapproachable, though some of them were good. I didn't give a damn about the lousy ones, and whether they could be approached. The good ones were too good; they knew so much and I didn't know anything. I didn't think I was all that worth being interested in. These people were really bright and intelligent; I fancied myself a writer, and I hadn't read anything.

"Columbia really makes you go into yourself; it makes you aware of so many misconceptions you had in high school. I did drugs and things — acid and mescaline for about a year and a half. It was good for me at the time, but if I had done too much it wouldn't have been. It gave me a new view of my relation to the things around me. I'm not a believer in anything; I see what people have to offer me — Buddha, Marx, Leary. . . . The first few times I got laid — it doesn't mean anything in itself. Whatever it takes to shatter what you were before isn't really as important as what you come out afterward.

"I'd like to be a writer, any kind of writer. I'm going to write a novel. Mailer can become anything he wants — a pilot, a skin diver, a prize fighter. I don't really covet success, but there is a certain freedom in having a lot of money. Then I could have my options. Actually, it's not so important; I'm young — it's the best thing I've got. If the government leaves me alone, I can take a long time."

His room is nearly empty, except for the furniture, you might say. He almost doesn't live there. His eyes bat quickly to either side as the same quiet voice tells that he would go to Canada if drafted. "I don't think this country is worth my rotting in jail. I'm not sure any country is . . ."

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