

Barnard bulletin

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Report Finds Committees Often Ineffective

By CAROL RICHARDS

Barnard's Tri-Partite Committee, initiated three years ago to insure student participation in "the management and development of Barnard College" has been criticized by students for not really involving them in the crucial decisions made in the school. In an attempt to

determine just what the strengths and weaknesses of the committee system are, Marie Hoguet, a woman who was previous-

ly unaffiliated with Barnard College (she received her Master of Arts in Teaching from Harvard in June, 1972 and received her B.A. from Radcliffe College) was asked to evaluate the entire tri-partite committee system. Her 33 page report, released this past week to the various committee chairpersons, upholds the tri-partite committee system in theory, even if its success has been mixed in actual practice.

News Feature

The report finds that the most striking aspect of the committee system is its unevenness. Certain committees (and specific evaluations of each committee are included) have worked well, with student participation at a maximum, while other committees met infrequently and/or never really defined their purpose. Ms. Hoguet also found that the structure within which committees functioned was often awkward with haphazard communications not only between the committees themselves but also between the committees and other parts of the college. Committees too often existed in a vacuum with no perception of their relationship to other

committees. Finally, there was no sense that the committees served a vital role in the college, even though individual committees considered issues of extreme importance. Ms. Hoguet evaluated each tri-partite committee individually, providing suggestions for improvements for each. One committee which functioned well, according to the report, was the financial aid committee. Ms. Hoguet wrote "Its effective

Gildersleeve Lectures

Douglas to Speak at Barnard

On Sunday, September 17, the first Gildersleeve Lecturer of the 1972-73 season will take up residence at Barnard. Mary Douglas, a social anthropologist from England, best known for her work on structuralism, symbols and myth, will deliver a public lecture on "the A Priori in Nature" on September 19.

Ms. Douglas is presently a Reader at University College in London where she has been a member of the faculty since 1951. She was educated at a Sacred Heart Convent in London and at Oxford University. During the War, she served in the Colonial Office in London from 1943-46 and there developed her interest in Africa and its peoples. In 1947, she returned to Oxford for her degree in Anthropology.

Ms. Douglas worked among the Lele of the Congo from 1949-50 and again in 1953. She wrote a monograph entitled the Lele of the Kasai, a study of Congo Tribes and Parties (with Daniel Bierbuyck) and essays on the Lele raffia economy, marketing, matriliney and pawnship, and animal symbolism.

performance seems the result of several factors; harmonious relations between the individuals involved, conscientious participation of the various members; a well organized chairman, secretary and administrative member who kept the flow of topics moving and a clearly defined area of action in which students could-and did-play and important role."

The Housing Committee was (Continued on page 6)



Forrest Abott
Barnard Treasurer

"Students, faculty and administrators have always had free access to (stock) information."

concerning the release of the stock portfolio were somewhat distorted

According to Mr Samuel Milbank, Chairman of the Committee on Investments, and a member of the Committee on Finance, "the releasing of the portfolio is a matter of public record once it is in the annual financial report. Each June, the college publishes this report detailing all stocks and bonds holdings. Mr Forrest L. Abott, the Treasurer of Barnard

College, noted that students, faculty and administration have always had free access to this information. Last spring during the anti-war protests, a group of students requested copies of Barnard's stock holdings and received an updated list of all of Barnard's corporate investments. In addition, a copy of the stock was sent to the Barnard Bulletin.

Although the Trustees are considering establishing a new divestiture policy, Mr Milbank noted that the present policy of purchasing stocks would not be changed to a great extent. Mr. Milbank stated that "it has always been our policy to buy securities and hold securities which we think are appropriate for a college such as Barnard." The general philosophy of the Investment Committee has always been to investigate the products and businesses of the large corporations

Last spring, the College's investment in the Honeywell Corporation was a major source of contention among students. Because the company is a contributor to the war effort, many students requested that the Trustees sell this controversial stock. In addressing himself to this issue, Mr Milbank stated that "in Honeywell, the percentage of atmosphere controls is high, and we feel that on this basis Honeywell is an appropriate holding. Many companies deal in products which are not good, but to a small extent. If we are dealing with a large corporation, and feel that a high percentage of that corporation's products are useful, we think it is appropriate for Barnard to hold stock in these companies, and will ignore the 3% or 4% of their 'bad' products

The total value of the common stock holdings is approximately \$2 million, comprising 80% of the entire \$25 million in investments

Maids Victorious at Columbia

By ARLENE RUBINSTEIN

The thirty Columbia maids and the Women's Affirmative Action Coalition have won an unprecedented victory. The maids, threatened with job layoffs since January, 1972, have been rehired. Columbia administrators relented under threat of a strike by the Transport Workers Union, Local 241, representing 500 custodial workers at the University. The settlement, which was reached at a negotiating session Friday morning, will be voted on by Local 241 on September 15.

The Women's Affirmative Action Coalition, organized by Columbia women, played a crucial role in winning this victory. In January, when the University initially fired the 30 Black and Latin maids, the Coalition organized picket lines, demonstrations, and news conferences to protest the discriminatory layoffs. Although President McGill claimed that the firing was due to budgetary cutbacks, the University hired 5 janitors within the same week. The Coalition organized meetings of campus women in support of the maids' right to work and

equal pay.

The maids, as part of the Coalition, went to the State's Division of Human Rights in January. They filed a suit against Columbia and the TWC on the grounds of sex discrimination. They also obtained a temporary restraining order which prevented the University from immediately firing the maids.

In March, the State's Division of Human Rights found "probable cause" against the University and public hearings began in June. Following the testimony of President McGill, these hearings were recessed until September 15. While the hearing's examiner, the state lawyer, and the maids' counsel were away, Columbia issued letters to the maids terminating them as of August 26.

The Coalition immediately took steps to contact the Equal Employment Opportunity Commission to obtain a new restraining order. A press conference was held to respond to the firings. On August 25, the EEOC, a federal agency, ordered the University to rescind the maids' termination for ten work days. If an agreement could not be

reached within this period EEOC stated it would go into Federal Court to obtain a new restraining order

That same day Matthew Guman, International President of TWC, notified Columbia that the union would strike over the discriminatory layoffs. This was a reversal of the union's previous stand

"It was the women who took action from the very beginning, when the union refused to do anything about the firings," stated Annie Chamberlin, a spokeswoman for the Coalition. "It was the women who launched an eight month fight to stop the firings. With the aid of women's movement lawyers and campus women's support the firings did not go through in January. And most importantly it was the maids who forced the union to confront the issue of sex discrimination and take action.

Columbia Women's Liberation will be holding its general orientation meeting on Thursday, September 14th at 5:30 PM. The meeting will be held in Earl Hall in the Auditorium and child care (Continued on page 5)

Co-Education Smooth in BHR, Plimpton

There's a different aura around BHR and Plimpton this year, as Barnard women and Columbia men join in the newest arrangements for co-ed dorm life. Tighter security has been initiated in both dorms, requiring all guests to be signed in and escorted by residents and the Reid lobby has been rearranged, but these appear to be the only major changes relating to the buildings and procedures. But for the residents themselves, perhaps the greatest change is the everpresent opportunity to meet informally neighbors from either Columbia or Barnard.

At Plimpton, students moving

in were greeted by fellow male and female residents serving coffee and danish, opening doors and helping with luggage, along with friendly reminders to lock the unloading cars. Men residents, totalling 80 out of approximately 280 inhabitants, have quickly become acclimated to the signing in procedure and have established a rapport with the desk attendants as everyone begins to get acquainted and residents' faces are recognized by name. According to Joanne Colazzi, resident director of Plimpton, 15 residents, both male and female have volunteered to

(Continued on page 4)

Psych Department Adds New Faculty, Courses

by Linda Spiegel

The Barnard Psychology Department has undergone a significant turnover in staff for the 1972-73 academic year.

Professors Mates, Atkins and Fields are no longer at Barnard. Prof. Barbara Mates founded, and was the Director of, the Center for the Study of Early Childhood Development, which opened in 1971. In the Center, students worked with children ranging in age from early-infancy to nursery-school. As a result of Dr. Mates' departure the psychology department has not yet decided on the course of action in regard to the Center. A definite decision is expected at the end of the month.

Dr. Mates left Barnard to become the Educational Director at the Child Development Center for Visually Impaired Children at the New York Association for the Blind (the Lighthouse), on East 59th St., east of Park Avenue. Dr. Mates expressed her regrets over leaving Barnard and the department expressed its regrets at being unable to keep her at Barnard. However, both parties agreed that Prof. Mates was being offered an excellent opportunity.

Dr. Frances F. Schachter, is one of the new faces in the psychology department. She is a graduate of Barnard College and received her PhD in clinical

psychology from the University of Rochester. During her two years as an Instructor at Stanford University, Dr. Schachter taught a developmental psychology course. (She will be teaching Developmental Psychology, Psych 27, in both the fall and spring terms at Barnard this year.) She was a psychologist at the School of Aviation and Medicine, Randolph Air Force Base in San Antonio, Texas. Dr. Schachter has also been a research psychologist at the Columbia School of Physicians and Surgeons. (Her husband, Dr. D. Schachter, is a Prof. of Physiology at P & S.) Prof. Schachter also had a private practice in which she was concerned with pre-school and school problems. She has worked in many hospitals as a psychologist and most recently has been a Research Associate in the Research Division of the Bank Street College of Education. She has published papers on early childhood studies in several professional journals including the American Journal of Orthopsychiatry, Pediatrics, and a monograph in the Society for the Research of Child Development.

Dr. Schachter will be teaching the Developmental Psychology course this year. There will be a fall and a spring section because of the large enrollment and

limited laboratory facilities. The students will be working with children at the Greenhouse Nursery School on 116th St. She will also teach Psychology of Personality. Currently being discussed with the psychology department is the possibility of a new course in the spring to be taught by Dr. Schachter, tentatively being called "Psychoanalysis: Its Development and Current Status."

Dr. George W. Kelling will be teaching the courses previously taught by Professors Atkins and Fields. Dr. Kelling received his PhD. in social psychology from the University of Colorado. He taught at the University and then in the 1971-72 school year was Assistant Professor at MacMurray College in Jacksonville, Illinois. He has published several articles, among them one entitled, "An empirical investigation of Freud's theory of jokes." It was published in the Psychoanalytic Review. He also authored a chapter in a book entitled Essays in Gang

Delinquency. He is presently working on a book called, Social Psycholinguistics.

This fall at Barnard, Dr. Kelling is teaching an introductory psychology section and Psych 9, Statistical Design. In the Spring, he will also be teaching an introductory psychology section and Psych 38, Social Psychology.

The psychology department is now in the stage of considering possibly two new courses which would be taught by Dr. Kelling. The two courses are "Social Psycholinguistics" and "Psychology in Literature." Both these courses are in the early planning stages and nothing definite has as yet been proposed.

There are seven sections of Introductory Psychology this year. Dr. Perera and Dr. Kelling are each teaching a section. The five other sections are being taught by part-time members of the psychology department staff.

Dr. Barbara R. Stewart is teaching two of the sections. She is a graduate of Barnard College

and received her M.A. and PhD. at Columbia University. She has previously taught at Brooklyn Polytechnic Institute and at Columbia College.

Dr. Wallace Orłowski received his PhD. from Fordham University and he also will be teaching two sections of Introductory Psychology. He is presently an Assistant Professor at Richmond College on Staten Island.

Dr. Donald E. Hutchings will be the fifth professor teaching the Introductory Psych. course. He received his doctorate from the University of Chicago. Dr. Hutchings is presently a Senior Research Scientist at the Psychiatric Institute.

In general, the number of students enrolled in courses offered by the psychology department has steadily increased in recent years. The psychology department is now the third largest department in the number of course enrollments, after the English and History departments.

Close Up on a McGovern Staffer

By SONIA TAITZ

Elyse Morgan, a sophomore at Barnard, has been working for McGovern since July 1971. She is currently serving as the regional liaison for the borough of Manhattan. What a regional liaison does, in effect, is form a bridge between the state and local offices. In overseeing the Manhattan office, Ms. Morgan advises the many local volunteers and helps with special projects.



Elyse Morgan

"October Days" to see that as many as possible really do register. This follow up is called the Mini Election Day operation. The same type of follow up will also take place on the actual election day in November, when canvassers will come back to the pro-McGovern people as well as the undecided and make sure they vote.

It is clear that unlike the Nixon campaign, the McGovern campaign operates largely on the local level. The state office furnishes money, literature and speakers, but that is as far as the centralization goes. Much of the work described above, canvassing, leaflet distribution, fundraising and the like, could hardly be done without the aid of enthusiastic volunteers. Ms. Morgan urges all who are interested in the election of McGovern to offer their services. The office is located at 19 East 53 street; the number is 593-9000, ext. 29.

let operations at subway stations, phone or foot canvassing, the speakers bureau, and, again, direct mail.

A great deal of weight is put on the "October Days" operation. This operation involves the four days in October on which the local polling booths will be open to register unregistered voters (the 5th, 6th, 7th and 10th). A canvass is being initiated to convince unregistered people to make sure to go to those booths. People found to be either favorable to McGovern or undecided will be followed up on the

One of the current special projects is finding suitable storefronts in Manhattan. This involves touring the borough thoroughly to find the streets that are the most densely populated, and that will attract the most people. Another special project is not really that special; it is fundraising. This is achieved either by direct mail, or by cocktail, singles or block parties. Convincing people for McGovern is also high up on the agenda; this is achieved by leaf-

Barnard McGovern Committee Formed

The Barnard Women for McGovern Committee, perhaps, at this juncture the best organized McGovern Committee of the various divisions of the University has commenced a subway leafletting campaign during rush hours throughout New York City in conjunction with the New York State McGovern campaign headquarters. The leafletting campaign is designed to reach people in residential areas of the city in an effort to keep the McGovern campaign at a high visibility level.

The Barnard Women for McGovern Committee was organized last Friday September 8. Wendy Franco, a Barnard junior and Carol Richards, a Barnard senior, are coordinating the activities and will also be the

Barnard representatives on the University McGovern campaign steering committee. Although there will be University-wide activities, Barnard will undertake various projects on its own.

Because there is an abundance of volunteers and little need for volunteer activity in Morningside Heights one of the prime functions of the campaign will be to funnel Columbia volunteers to other parts of the city. An integral part of the Barnard campaign will therefore be to organize commuters and direct them toward working in their own communities. The Barnard committee will be an information source for commuters as to where various local McGovern offices are located.

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Experimental College

Is it Still An Experiment

By REBECCA WATERS

As students settle back into traditional living and learning at Barnard and Columbia, they're asking questions about the Experimental College again. Where has it gone after the controversies of last year? As it moves into its fourth year is it still an "experiment?" I spoke to Hester Eisenstein, the Coordinator since 1970, and students, either previously or presently involved, about the college.

The Experimental College was set up three years ago by a small number of Barnard and Columbia students who were dissatisfied with the learning environment and the traditional modes of education within the University. During its first two years the college was a small project involving about 30 people who tried to integrate "living and learning via the creation of a genuine intellectual and social community." During the 1969-70 year the E.C. lived at the Paris Hotel on 96th Street and West End Avenue. The following year the group moved uptown to the "mansion" on 107th Street and Riverside Drive. Both residences were rented by Barnard for the College. Subsequently the Children's Mansion, a day care center established by some of the members of the Columbia Women's Liberation group, sublet the ground floor. With expansion of the day care center through city funds, the College moved again, this time to its present home in an old fraternity house on 113th Street. In August of 1971 the group formed a corporation, "The Experimental Program Inc." and through this body were then able to rent directly from Columbia themselves.

During 1969-70 and 1970-71, only those living at the college "took the course," the only one allowed them, to complement the communal experience. Although the second year was much less structured than the first, both "classes" involved weekly talks and discussions about experimental education and related topics. During the first year, at least assignments and a schedule of sorts were planned. Ms. Eisenstein and the students I spoke to agreed that the second year, less structured than the first, was a very warm and close time for the group and very rewarding for its members. As one woman said, "As far as the



Hester Eisenstein

students who were involved were concerned, E.C. had a tremendous impact on our lives and philosophy."

During last year "the course" was the least structured of the three years but some residents feel that it was the least successful for the members living together; not that the second is a result of the first. In that year the college came under review by a committee appointed by Barnard to decide whether or not the group should be allowed to continue. The College, a tiny community of 19, decided to open up its course, the new Experimental College 1, 2, to a large number of undergraduates to give as many students as possible exposure to the ideas the group espoused. Over 150 students signed up each term. The course was "an experiment in self structured learning." The students, either individually or in groups chose, set up and pursued independent projects. The projects included auto mechanics, pottery, songwriting and two of the more traditional; a study into the impact of technology on American society and an inquiry into Marxism-Leninism. The course caused controversy within the review committee. Some members felt that the E.C. "had taken its own name too literally" and that the projects weren't in keeping with the aims of Barnard College. After much probing and discussion the Committee on Instruction finally recommended that the E.C. continue for four years. The faculty agreed with the recommendation. Students I've spoken to who took Experimental College 1, 2 were very

enthusiastic about the scope of the course and what they learned taking it. Those members living at the college did not find the communal situation as satisfying as it had been. Ms. Eisenstein feels that this was partially a reaction to the closeness achieved the year before but due more to the fact that the members felt threatened, and the strain of having to "prove" themselves, a concept totally incompatible with the ideology of the group. According to Ms. Eisenstein, "tensions were glossed over in order to survive." She also feels that problems were inevitable with only one full time faculty member dealing with over 150 students a term. "It was very symbolic," Ms. Eisenstein said, "we built a wall in the living room at the college last year."

Barnard has granted The Experimental College a four year mandate but has, at the same time placed new restrictions on its existence. The enrollment is now limited to 40 students (approximately 20 will live at the college) and all projects, chosen in coordination with a faculty sponsor, must be approved by a faculty-student committee. The committee will consist of 3 students, yet to be chosen by their peers, three members of the faculty; Randolph Pope (Spanish), Susan Sacks

(Psychology and Education) and Morton Klass (Anthropology), and the Coordinator, Ms. Eisenstein, who will serve as chairwoman. The projects must not contradict the "philosophy of Barnard College." The committee, according to the catalogue, will "assist the coordination in screening proposals for group and individual projects, in helping to initiate projects and in devising methods of assessing them." The Experimental College Committee will report to the Barnard faculty periodically and the program will be reviewed again at the beginning of the fourth year.

Heretofore the E.C. has been the responsibility of Barnard College and under her jurisdiction Columbia interest and participation came about last year when 150 (as opposed to 30) students signed up for the course. They became involved in investigating the validity of the College approach and the proposal for the continuation of the group had to pass Columbia scrutiny as well as that of Barnard. Ms. Eisenstein would like to see at least some informal representation from Columbia involved with the College as Barnard has assumed more than her share of responsibility in years passed. (There are usually a few more Columbia students enrolled at the College than Barnard students.) As Barnard rented the residences for the College during its first two years there was a certain lack of autonomy in the possible restrictions Barnard could place on the living situation. Now, through the Experimental Program Inc., "the college may rent directly and therefore control their own housing. In this sense, the College is a more completely self directed entity than it was its outset. From this point of view it has certainly not become incorporated into the existing university structure as some "experiments" eventually do. Among the residents household responsibilities and

other duties are delegated on an informal rotation basis. Arrangements are made by the incoming group at the beginning of the term. The College is still very much an "experiment" whose direction, because of this loose set up, is decided by the group each year. The original group intended a fairly structured internal organization set up with committees. Ms. Eisenstein feels this was entirely understandable as the real situation was still unknown to them. The community is now "less theoretical and abstract, as we become more effective and solid more real." Students this year have expressed their intent to meet regularly during the week. They would like to discuss their projects in the light of broader educational change and to establish real contact with their surrounding community. "But," says Ms. Eisenstein, "the role of the College is very limited unless Columbia changes." E.C. students attempt to combat the fragmentation of their environment by integrating learning and living. They feel the two cannot be separated. Barnard requires however that the students take three regular courses along with the single credit Experimental College 1, 2. Some find their involvement with the group, independent projects and the three courses an impossible burden, if they do not find the three completely incompatible. Some feel that the regular requirements effectively block the real rewards that true experimentation would bring. One senior, who has been involved with the College for a number of years, decided to live away from the group this year. In order to complete her theses she needed "privacy and space" on her own terms, which she couldn't find at the E.C. She left ultimately however, because she realized that it was impossible to deal with her life at the College and the "imposed, structured" requirements of Barnard, although she had found the "emotional, personal learning experience" at the E.C. the more satisfying and rewarding educationally. She observed "The purpose of the Experimental College is doing it yourself rather than being a passive observer. The individual sets her requirements, not an authoritarian hierarchy."

Some students do not find those personal rewards offered by the college approach. Ms. Eisenstein feels that these people have come to the college feeling alienated or rejected with few positive thoughts or feelings about the direction of their educational experiment. Some students come and go, their needs for the College varying at different times. According to Ms. Eisenstein this is an important aspect of the College and the transience of its population certainly does not alter its validity or effect. The College continues as a positive experiment for the students involved. The wall that was built last year has been removed," Ms. Eisenstein explains. "The figurative and literal walls of the College are down this year."

I asked if she felt that the College had been and would be a success. Ms. Eisenstein replied, "The notion of win and loss or success and failure as applied to life, is what we're fighting."

Job Market Tight for '73

By JILL DAVIS

Jane Gould, Director of the Women's Center and Director of the Office of Placement and Career Planning, has predicted that the job market for the Class of '73 will be a tight one. However, for women considering careers in business and management there are now new and unlimited opportunities.

Companies and employers are discovering the abilities of women in these previously male-dominated fields and are anxious to hire more and more of the no-longer-weak sex. Business schools are also interested in accepting more women: the Wharton School of Business and Finance of the University of Pennsylvania this year accepted women candidates for Masters degrees in Business Administration with Business board scores in the 400's.

Barnard participates in the Columbia Recruiting schedule during the second semester, in which representatives from

various firms and companies interview prospective job applicants.

Ms. Gould urges Seniors to utilize the fulltime job-book and directories which are available in the Placement Office. There are also lists of job possibilities in other cities and states. Many of these have been compiled in conjunction with other universities and Seven-Sister Colleges.

For those Seniors interested in talking about "After Graduation?", for those Seniors sensing the weakness of woman in the outside world, for those Seniors feeling the first of "Senior Panic," and for those Seniors willing to share their directions, their ideas for the future, and their powers in being a woman, there will be a series of meetings and discussions sponsored by the Women's Center and the Office of Career Planning and Placement. If you are interested in participating in these groups, please contact Jill Davis: ext 4986

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The Committee System

Three years ago, when it was still the 1960's and students were clamoring for more power in the control of educational institutions, Barnard initiated the tri-partite committee system. Each committee was designed to consist of students, faculty, and administrators and the jurisdiction of the committees supposedly pervaded every important aspect of the college. Students would finally have a hand in running things at Barnard.

It is now three years later and the tri-partite system has not fully worked out according to plan. In a report researched by a woman who is not affiliated with Barnard and therefore is probably relatively unbiased, the committee system is described as having fine potential that is at this point unfulfilled. Much of the problem is administrative in nature. Committees are often unsure of their exact jurisdiction and therefore find it difficult to proceed. Communication on all levels is poor and most committees are isolated entities, instead of interlocking parts of a whole.

Various suggestions are made in the report and BULLETIN urges that these be implemented. The idea of having a Central Coordinator, to oversee and administrate the committee system is an excellent one. Of course, this Coordinator should be chosen with the full participation of students. Another important suggestion relates to the role of the Coordinating Council. Co-Co should take a more active role, but first it should define just what its jurisdiction is.

There are, however, other problems with the Tri-Partite Committee Systems that transcend administration. How much power are the students really allowed and how much do they utilize when they do have it. Students have traditionally not been granted any real power in financial matters. They have served in a review capacity but have not been involved in any policy decisions. Students who have become involved in Barnard politics often become frustrated because the real power is beyond their reach.

However, the apathy which pervades the Barnard student body is also a reason why students have not exercised the power that is available to them. Attendance at many of the committees by students was often poor, for example. Even more significant, is that the Barnard student body is for the most part unaware of the functionings of the committees. They demand nothing from their representatives and are therefore apt to gain little. The representatives too often do not make an effort to speak to their constituents.

Elections for important committee posts are being held next week. BULLETIN urges that students run for these positions and make the committees responsive to student needs. We also urge that students vote so that the most capable students are elected to represent them.

A Separate Peace

Brief Moments of Cinematic Excellence

By DERVAL C. WALSH
John Knowles' novel *A Separate Peace* was undoubtedly one of the most popular novels of the late 1960's. The story deals with the seemingly placid life of a group of sixteen year olds at a prep school during the summer of 1942. Knowles' novel, set against the background of World War II, attempts to reconcile the conflicting impulses within the individual with the aggressive and belligerent forces of the outside world.

In the new film version of *A Separate Peace*, much of the intended significance of the novel fails to register with the viewer. Although the screenplay admirably follows the original plot, much of the sensitivity and percipience is obliterated as the result of poor direction. The actors, all students at the Phillips Exeter Academy, seem unable to react convincingly to different situations. This is most evident at the outset of the movie when the boys are first seen at a Headmaster's Tea. Obviously following stage direction to "appear happy," all the young men display ear-to-ear grins. This becomes increasingly aggravating as some of the actors attempt to eat and drink while smiling and laughing at nothing in particular. This inability on the part of many of the "extras" is a major defect in the film.

There are however, many moments of cinematic excellence in *A Separate Peace*. Gene and Finny enjoy playing a "War Game" in which each must leap from the high limb of a tree into the river. Perhaps the most singular moment in the film occurs when Finny falls from the

tree as a result of an unpremeditated act on the part of Gene. Unlike the novel, the movie attempts to show Gene's new found freedom as a result of Finny's "accident." When playing the "War Game" with Phineas, Gene had always been terrified to jump—indeed, he simply dropped from the tree into the river. As Finny lies unconscious on the ground below, Gene executes a perfect dive into the river. He is free from Phineas, and alone for the first time.

Another impressive moment occurs when the students meet a group of soldiers at the railroad crossing. The school boys are shovelling snow from the tracks as part of their contribution to the "war effort." As the train full of soldiers approaches, there is much excitement on both sides. Suddenly however, the soldiers and the boys are no longer capable of communicating. Each group suddenly realizes the real pain and confusion of the war. The young soldiers remembering the times of peace, the school boys viewing for the first time the complexities of life and the closeness of war—and death.

The film unfortunately does not attempt to deal too closely with the dilemma of Gene Forrester. As the sensitive and studious boy tormented by feelings of envy and hatred, Gene is never able to escape from the patronizing attitude of his athletic and popular roommate, Phineas. As Gene's jealousy cripples and eventually destroys Finny, so does Finny's innocence and compassion ultimately shatter Gene's sense of self-righteousness and complacency. The decisive moment, when

Finny finally reconciles himself to the fact that his best friend has crippled him, is underplayed and lost in the confusion and hub-bub of the courtroom scene. As a result, the ensuing scenes, involving Finny's death and Gene's final realization of his own aggressive tendencies, are lost amid considerable confusion. The closing scenes do not lack poignancy, however, and as we hear the Headmaster complaining that the War has ruined the freedom and happiness of the young men, we realize that Gene has at least grasped a more realistic and healthy perspective on life than most of his peers. War is no longer an abstract and distant phenomenon to Gene, for he has discovered it in his own heart.

John Heyl, who portrays Phineas, is excellently cast. He plays the role of the athletic youth with considerable sensitivity and compassion. As Gene Forrester, Parker Stevenson is moderately convincing—his role is somewhat hampered, however, by the inability of the screenplay to accurately depict Gene's transition from an adolescent to a mature adult. Victor Bevine as the calculating and malicious Brinker is the most professional member of the cast. He commands his role with authority and certainty, making superb use of facial and physical expression.

For those who enjoyed Knowles' novel, *A Separate Peace* is a worthwhile film. It is important to note, however, that the viewer will most likely be disappointed with the surface superfluity that runs throughout.

For those who enjoyed Knowles' novel, *A Separate Peace* is a worthwhile film. It is, however, important to note that the viewer will most likely be disappointed with the surface superfluity that runs throughout.

Co-ed Dorms

(Continued from page 1)

work on the social committee, which has already held a successful Pepsi and beer get-together and has other functions, such as a movie and barbeque planned. Co-ed life at Plimpton is very apparent in the T.V. room, lounge and lobby as mixed groups of residents watch the television wait for the phone or just sit and relax.

BHR seems to have made a relatively smooth adjustment to co-ed dorm life, although only the floors below six are in the co-ed section, with the 100 male residents living in Brooks and Hewitt—with open access to Reid floors. Floors 6-8 are designated as non co-ed and are restricted to female residents and their guests. Entrance through Reid demands the presentation of an I.D. by residents; only by way of a 24 hr. electronic buzzer system operated by the front office can the door to the Reid lobby be opened. This procedure provides strict and consistent security; as

one resident said, "It's a hassle, but it's for your benefit."

Some of the new male residents, unfamiliar with BHR rules, are disappointed that they cannot paint their rooms or decorate the walls without the use of molding hooks, but in general appear satisfied with the Barnard dorm. Several floor parties have been held and the grand opening of the Mug is scheduled for the end of the week, which is sure to eliminate any longings for the floor lounges and televisions of Columbia dorms. Comments on the new food plan are highly favorable, especially on its "all you can eat" aspect. As one male resident of BHR noted his gripes and his delights and then added, "It certainly beats living in John Jay."

For the residents of BHR and Plimpton, the experience of co-ed dorm life has added an element of excitement to the college picture and one senses a genuine desire on the parts of all concerned to make co-ed living a success.

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Book Review

Organic Teaching in America

Spearpoint
 "Teacher" in America
 by Sylvia Ashton-Warner
 Alfred A Knopf, \$5.95
 When Sylvia Ashton Warner's *Teacher* was first published in 1963, it generated a new interest in the education of young children. For the past several years Ms. Ashton-Warner's theories of education have given impetus to new concepts in teaching and reconstruction of the classroom system. Although not a believer in the total 'open classroom,' Ms. Ashton Warner does see the necessity of instituting many new programs in the present educational system.

In her latest book, *Spearpoint: "Teacher" in America*, Ms. Ashton-Warner describes her first experiences as an educator in America. As a result of her theories on organic teaching, Ms. Ashton-Warner was invited to join the staff of an experimental school in the Rockies in order to "implant a new kind of learning in a new kind of school." In a personal and intimate style, she shares her experiences, the successes and the failures, with her readers.

Sylvia Ashton-Warner is a proponent of the concept of organic education. This theory is based upon the idea that it is essential to release the native imagery of children and use it for working material. Feeling and emotions which comprise the "third dimension" are too often repressed in elementary education. Ms. Ashton-Warner believes that most teachers are unable to deal with children as individuals and attempt to mold and shape their thoughts into one cohesive pattern. Conformity is the major problem in American schools because it "robs the child of himself."

In attempting to pattern her



theories of organic education to the American classroom, Ms. Ashton-Warner arrives at some interesting conclusions. Philosophically, she believes as does Rousseau, that children should learn to do things only when they want to. While teaching in the British open schools, Ms Ashton-Warner found that responsibility became

a key issue. The children felt responsible to each other, and most importantly, to themselves. In the United States however, the author discovered a new breed of children living under an educational system which failed to pass on this idea of individual responsibility. Most of the students she came in contact with were victims of what Ms Ashton-

Warner describes as the 'Wannadownanna' syndrome. The author describes these children as victims of over permissiveness and 'un-authority'—they seek only to gratify their needs and are permitted to do so.

Ms Ashton-Warner has several suggestions for improving the American education system

Primarily she believes that authority is vitally necessary to all schools. Stating that "Life is authority," Ms Ashton-Warner advises that our system of education should be made more applicable to life. In dealing with this problem, the author expresses her own belief that it is essential to maintain many of the concepts of the 'old' system of education in order to revitalize and enhance the 'new' Freedom and innovation are good qualities to uphold, but it is more important to allow the child to act upon his own learning experiences.

Spearpoint is an excellent, detailed, and personal view of children's education. Ms Ashton-Warner studies the schools and the pupils from a cultural, economic, and educational standpoint, using personal experiences as the main source of documentation. The only criticism of her own concept of American education is that it is extremely limited as she taught at only one school. That her personal view is somewhat one-sided is made clear in her statements on the passivity and patience of American teachers.

The style of *Spearpoint* is superb. Ms Ashton-Warner attempts to convey her message in an intimate, yet penetrating manner, which immediately commands the reader's respect. Ms Ashton-Warner hopes to inculcate a new interest in the self,—no longer can people be reactors in their own lives. In criticizing our classroom system, she notes that "Boredom is the occupier now who swallows up life in a yawn." In *Spearpoint*, Sylvia Ashton-Warner offers new suggestions to amend this error, and suggests more positive philosophies for children's education.

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By SUSAN BERLINER
 In Munich last Tuesday eleven Israelis were kidnapped by Arab terrorists, two of the eleven were murdered by the Arabs, the other nine by either Munich police or the terrorists. The above information is, however, anything but newsworthy for the incident was almost instantly and certainly extensively covered by all news media.

Opinion

Furthermore, unlike other incidents of the post '67 Arab-Israeli conflict, this particular episode had the rapt attention of an audience that is usually numb or at least complacent about the Middle East. Although my reaction to the terrorism and the reactions of several Barnard-Columbia students I spoke with were pointed and emotional ("brother slaughter in Munich... burned skin stench... Germany again"), what I asked was why the horror and disgust with violence at Munich and at other equally reprehensible acts of violence. The accumulated answers reduced to three points: (A) the actual succession of

events, (B) the context in which the terrorism occurred, (C) the peculiar manner or context in which the news of what occurred was presented.

(A) The terrorism in Munich was a prolonged and therefore extremely tense act. The time-lapses that resulted thus allowed for conjecturing about how the Germans would handle the situation, in the aftermath certain doubts about what looked like German inefficiency were inevitable. Uppermost in my mind was the issuance of an initial report that claimed all nine Israelis were safe. Did the German government think the world would go to sleep praising the police for their daring and then wake the next day and conveniently forget to read the morning paper?

(B) A Barnard sophomore told me that Munich affected her because it contrasted so dramatically with the international, purportedly peaceful intentions of Olympic competition. She concluded that the Olympics which had converted her to "super-jock for the week" ended in disillusionment

with the competition itself. The Olympics, she said, should be discontinued. They don't foster brotherhood, only nationalistic rivalry. Discrepancies in judges' scoring is an example of the political pettiness that went on. The murder of the Israelis, while horrible in itself, also served to make the whole thing more of a political showdown.

The third point I wish to make is closely related to the first and is, I think, the most important. Just because the Olympics occupied our attentions, just because ABC coverage was so extensive and dramatic, the terrorism on Tuesday took on momentous dimensions.

The "tube" went on at noon as usual but instead of Howard Cosell and Duane Bobbick, I found cameras focused on the Israeli housing complex and the imminent sound of gun shots. Our perceptions of an act of terror were, in the case of Munich, quite different from the more remote and therefore less personal way we are accustomed to viewing violence. The same level of interest and concentration on which we operate as sports spectators was displaced onto a

different spectacle not enough time was allowed for readjustment of our involvement. Thus Munich was comparable in impact to the Kennedy assassinations. At those instances coverage of a motorcade and political primary was converted into coverage of assassination. I'm not sure what this says about the way we tend to isolate ourselves from acts of violence but I think it is important that we remember at the next "political" murder the horror we felt last Tuesday.

Victorious Maids

(Continued from page 1)
 will be provided. Some of the projects that Columbia Women's Liberation will be working on this year are sex discrimination on campus, repeal of abortion laws, women and the war as well as three conferences: Women Learn from Women, Working Women and the Movement, and Feminism and Lesbianism. All Barnard women are invited.

New Health Procedures Implemented at Barnard

By FRAN HARBOUR

The Barnard Health Service has implemented many new changes this year

One of the more visible is new Consulting Physician, Dr. Fredric Baum. He received his bachelor's degree at Harvard College and attended Tufts Medical School where he was a member of AOA, the medical equivalent of Phi Beta Kappa. He also received a fellowship at Montefiore Hospital-Albert Einstein Medical Center in Adolescent Medicine. In addition to treating Barnard students, Dr. Baum is now an attending physician at the Juvenile Detention Center in a program set up by the Montefiore Hospital.

Another change for Barnard students is the opening up of Columbia Health Service at Saint Lukes Hospital to Barnard students. The service will be open to students for emergency treatment from 4 PM through 9 PM, seven days a week, eliminating the need for most trips to the St. Lukes Emergency Room. All records of treatment



Dr. Mogul

will be sent to the Barnard Health Service. The student will not be charged any extra fee for her after-hours treatment.

This year, the Barnard Health Service will cooperate with the New York City Department of Health in a venereal disease detection and treatment

program. Because of the serious nature of the disease, all gynecological patients will be routinely screened, unless they request that the test not be performed.

In the past, Barnard seniors were required to undergo physical examinations in a program of preventive medicine. The requirement has been abolished this year. Seniors who still desire the service are encouraged to come to the Health Service to make an appointment. Seniors who plan to apply to graduate school and wish the Health Service to complete medical forms must have a new examination. Thanksgiving is the final deadline for senior physicals.

Sophomores must still complete physical examinations by September of the Junior year. They may make appointments for physical examinations second semester or see a private physician in the summer. Further information on sophomore physicals will be available later this year.

Committees Found Ineffective

(Continued from page 1)

singled out as being one of the most active, both in the frequency with which it met and in the participation of its members. Other committees which were commended were the Orientation Committee, the Committee on Instruction and the Library Committee.

Other committees did not fare so well, however. To a large extent, this seemed to be due to a poor definition of the responsibilities of these committees. An example of this problem could be seen in the Admissions Committee. Student members felt frustrated, according to the report, because they were not given access to individual applicants' folders. While this is understandable, there are other aspects of Admissions policy that students could have a greater role in formulating. Ms. Hoguet wrote "There needs to be some clear-cut definition of the role of students in this committee— or a clear-cut admission that there is no role, or only a minimal one—if the committee is to be of meaning."

Other committees which received criticism for their lack of definition and resulting poor student participation were the Physical Planning Committee

and the Coordinating Council (Co-Co). Co-Co especially never determined what coordination actually entailed, something which became clear during the Women's Center Controversy last spring. It was also difficult for Co-Co because it rarely received the minutes from other committees meetings.

Although the report goes deep in its criticism of the tri-partite committee system as it now works it does state that the committee system is a viable one. Suggestions are made to vitalize the Coordinating Council in order to make it a true source of coordination. It is recommended that a full-time Central Coordinator be hired by Barnard to oversee the committee system and help keep it organized administratively. Suggestions are also made for a more efficient communications network between the committees and the student body.

Marie Hoguet's study of Barnard's tri-partite committee system potentially can be an aid to those who are trying to make the system viable. Marilyn Chin, Undergrad President stated that she feels that many of the suggestions in the report should be followed and that "we will work hard on revitalizing the committee system this year."

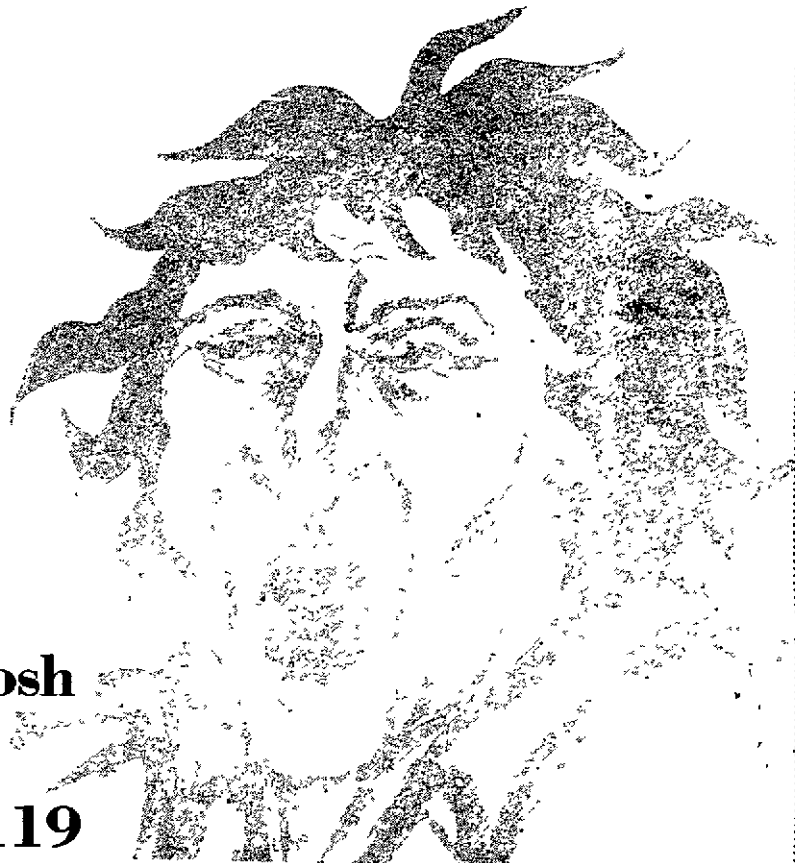
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Prof. Youtz Researches New Reading Method for Blind

Dr. Richard Youtz, Chairman of the Psychology Department, has received a grant from an anonymous donor to conduct research this year on a supplement to Braille and its possible use in teaching the blind. The supplement, it is hoped, will aid the blind into achieving better comprehension of the higher academic disciplines which at present remain obscure and intangible in the learning process. Dr. Youtz's study is a follow-up of his earlier research done in 1966 which explored the use of a magnified and raised print which would enable the sightless to actually feel the letters of the alphabet and the various forms of punctuation.

Various sizes of print were first tried. The size and raiseness of the capital letters are considered; the size of the print being the height of the letter, the distance from top to bottom. In his 1966 study, Dr. Youtz was able to determine the range and hence the optimum (best) size and raiseness for the letters used. The sizes ranged from 0.35 of an inch to 0.48 of an inch, with the optimum size being 0.43 inch. The raiseness ranged from .02 mil (1 mil equals one one-thousandth) to .08 mil, the best raiseness being .04 mil.

Twenty-four subjects participated, sixteen of whom were blind. Dr. Youtz explained that the goal of this project is not to have this new technique take the place of Braille but merely to supplement it. "It is another path from the printed word to a blind person's perception." Of all the methods used for perception by the blind, braille is the best known. Other "paths" used in-

cluded talking books, i.e., books verbally recorded onto phonographic records; books verbally recorded onto magnetic tapes, and through readers who read to the blind. All of the above are paths which, while they permit the blind to perceive and learn, do not afford them the opportunity to explore the higher disciplines such as mathematics and music. Dr. Youtz expressed hope that this new method, Magnified and Raised Print or "MRP" as it is commonly called will make possible new paths for this kind of desired information. Braille has been used to teach arithmetic and some higher mathematics. However, when algebra and symbolic equations come into the picture, perception is lost since most of the higher mathematics require some form of intangible notation. Indeed, it is this kind of learning which is difficult to relate to the blind student.

There have been five different progressively changed systems for teaching the blind these disciplines. To teach diagrammatic-oriented subjects such as geometry, trigonometry, or the calculus, diagrams must be used and they must be raised in order for the student to perceive correctly. It is difficult to make a mold in plastic of an angle that has been bisected. The blind student certainly cannot grasp these concepts without going over the information many times. Readers, unfortunately, cannot convey accurately these concepts to the blind student.

Dr. Youtz points out that Braille has been translated into a particular code and because of the difficulty of transcribing the

mathematical statements, the code has been revised four times. For the interested blind student, this has become an "insuperable path."

The advantages of "MRP" has been espoused enthusiastically by Dr. Youtz: "The advantage of 'MRP' is that now sighted teachers teaching mathematics can discuss mathematical concepts with the blind student. No longer will specialists for the blind be needed."

This summer, Dr. Youtz continued his research, the goal being to see how fast these blind students could learn to read. With their fore-knowledge of Braille, these students started out by learning some 78 symbols by touch. These included 26 capital letters, 26 lower case letters, 10 digits and 16 punctuation symbols. "Because they do not have any familiarity with these symbols, many of the students can spell but are not acquainted with the shapes of the letters. They had to learn the shape of the letters."

The training procedure though simple, involves considerable time on the part of the blind individual. Since it is easier for them to start with larger letters, letters .8 inch high and 4 mils raised are used. The subjects are timed how long it takes them to identify each letter. The letters at first are "sans serif," or in simple manuscript form and the letters become progressively reduced to smaller dimensions until it reaches from .48 inch without serif to .43 inch with serif. As a result, the students are ready to learn words. The words were compiled from the Thorndike-Lorge Word List and as Dr.



Youtz states, "We gave them training on 400 of the 500 most frequently used words in the English language." After this foundation, prose was given; this included selections from *The Reader's Digest*, *Time Magazine*, articles on comic Woody Allen and anecdotes. The print in the magazines are generally 0.1 inch high. The "MRP" procedure magnified the letter to 0.43 inch high, a factor of multiplying the normal print 4.3 times.

By the end of the summer, the students learned to read some 20 to 30 words per minute on the average. "MRP" is not competitive with Braille on the basis of speed. Dr. Youtz goes on to say, "In my experiment, they had learned shapes, letters, punctuation and digits. It took a total of 200 hours to learn these letters and then go on to reading the prose. I would like to see how fast reading "MRP" would be

after 100 to 500 hours practice on prose."


"The subjects," Dr. Youtz states, "were enthusiastic and asked if they could continue." The experiment and its results are not fully completed. The method itself is not available commercially as yet but might be in service in the near future. For some, this procedure would open up a world of greater knowledge and independence. Dr. Youtz quotes a blind woman who holds the Marie Hoover Scholarship in The School of General Studies, awarded only to the most outstanding student. Mrs. S. Muniz explains, "If I could get my mathematics training, I might be able to get a job and become a taxpaying citizen." This woman was a mathematics major but was forced to give it up due to its complexity and the difficulty in grasping tangibly the information given her.

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BULLETIN BOARD

NY Film Fest

All of the feature films for the 10th New York Film Festival, bringing the total to 21, have been selected, according to Martin E. Segal, President of the Film Society of Lincoln Center. The Festival will take place September 29 through October 14, at Alice Tully Hall.

The final selections include three films by American directors, three by French directors and one by a German director.

THE ASSASSINATION OF TROTSKY—This Joseph Losey production, starring Richard Burton, Alain Delon and Romy Schneider, is not so much a political film as a dramatization of a moment of history, of a still unsolved enigma.

INNER SCAR—Long hailed as the Rimbaud of the French cinema, Philippe Garrel has now created his most spectacular film.

IMAGES—Robert Altman has consistently been the most daring, taken the most risks, of all the new wave of contemporary. TV trained, American directors. He has done it again in this genuinely spooky film, filmed against lush Irish backgrounds, centered upon a schizophrenic (Susannah York) who encounters considerable difficulty identifying between her several lovers and her husband. Susannah York received the Best Actress Award for this film at the recent Cannes Festival.

MERCHANT OF FOUR SEASONS—is R.W. Fassbinder's first great critical and popular success and his most accomplished film. Its hero is a nice guy, a fruit peddler who begins to crack up after being rejected by his family and cuckolded by his wife.

NATHLIE GRANGER—written and directed by Marguerite Duras, stars Jeanne Moreau, Lucia Bose and Gerard Depardieu. An afternoon in the lives of two women, two children and a door-to-door salesman, it is about the relationships between parents and children, between women and between society and the individual. Mme Duras' unique compound of wit and pathos are totally translated into cinematic terms.

BAD COMPANY—David Newman and Robert Benton (who wrote Bonnie and Clyde) have taken the Great Plains of 1863 and a gang of ragtail youth led by Jeff Bridges and Barry Brown, heading West armed only with big dreams in their minds and petty larceny in their hearts. In this engaging idyll, they have again created a pair of likeable youths and director Benton proves he can handle actors and images with a relaxed assurance worthy of the best American filmmakers. World Premiere.

There will be a retrospective showing of **L'AMOUR FOU (MAD LOVE)**, with an English subtitled print of Jacques Rivette's Wagnerian four hour masterpiece. While Sebastian rehearses a stage production, his wife (Bulle Ogier) becomes jealous of another actress. "Gradually," wrote Tom Milne in "Sight and Sound," they are sucked into a terrifying emotional vortex which culminates in a carnivorous battle: locked inside their flat, they embark on a

veritable orgy of passion which can be called neither love nor hate." A New Yorker Film Release.

Selections for the 10th Anniversary of the New York Film Festival were made by Richard Roud, Director of the Festival and Chairman of the Program Committee and Committee members Richard Colliss, Arthur Knight, Arthur L. Mayer, Andrew Sarris, Henri Langlois, Susan Sontag and John Russell Taylor.

National Symphony

A 1972-73 New York subscription series of 6 Sunday afternoon concerts at Philharmonic Hall, beginning October 22nd, has been announced by The National Symphony Orchestra, headquartered in Washington. All 6 New York concerts will be conducted by Antal Dorati, who is beginning his 3rd season as Music Director of the orchestra of the nation's capital and who serves also as Chief Conductor of the Stockholm Philharmonic.

Pianist Rudolf Firkusny, violinists Zino Francescatti and Pinchas Zukerman and cellist Janos Starker are among the well-known soloists who will appear with Maestro Dorati and The National Symphony on the 6-concert Philharmonic Hall series, scheduled for Sunday afternoons October 22nd, November 5th, November 19th, January 14th, April 1st and April 15th at 3:00 P.M. Several members of the Orchestra will also be featured as soloists throughout the series, including Richard Parnas, violist; David Weiss, oboist; and Loren Kitt, clarinetist.

In addition, two outstanding European artists will make their New York debuts on The National Symphony's Philharmonic Hall series: the pianist Janos Solyom and the violinist Gyorgy Pauk. For Mr. Solyom—Hungarian-born and since 1959 the leading concert pianist of Scandinavia—this will also be an American debut. Mr. Pauk, also a native of Hungary, who was the winner of the 1956 Paganini International Violin Competition and the 1959 Jacques Thibaud-Marguerite Long Competition in Paris, has already appeared with outstanding success as soloist with the Chicago, Cleveland, Baltimore and St. Louis Symphonies. Both artists are well known in the United States through numerous recordings.

Subscriptions for the 6-concert series, popular-priced from \$18 to \$28, may be mail-ordered from the Subscription Department of The National Symphony Orchestra, 2480-16th Street n.w., Washington, D.C. 20009.

Modern Dance Fest

The New School in association with Choreographers Theatre (CT) will offer a wide variety of modern dance concerts and modern featuring outstanding choreographers, dancers, and teachers during the all 1972 semester.

The Fall Dance Festival concert-with-commentary series, **ChoreoConcerts & Critiques**, will

present four different all-premiere programs showing the exciting variety and vitality of modern dance choreography, each followed by lecture-demonstrations and informal discussions with the dancers and audience. The unique format for this series originated at The New School in 1967 and is the only program of its kind in New York City. All of the dances have been specially commissioned through a grant to Choreographers Theatre from The New York State Council on the Arts.

The series meets in The New School auditorium on four Tuesday evenings (October 17, 24, 31; November 14) at 8:10 p.m. Series tickets are \$8; single admissions, \$2.50.

Coffee Hour

The Barnard Greek and Latin Department announces that a coffee hour will be held Wednesday, Sept. 27, 1972, from 4 to 6 in the Jean Palmer Room of McIntosh Center. All Barnard students, majors and prospective majors are invited for coffee and conversation. For information, call Prof. Bacon, ext. 2057.

MOMA

OCTOBER OPENINGS

Oct. 11-Jan. 31 (NOTE NEW OPENING DATE): **AFRICAN TEXTILES AND DECORATIVE ARTS**. This survey will present approximately 250 examples of African textiles, ornaments and useful objects, which have remained largely unknown in the western world to all but collectors and museum curators. The exhibition will be divided into two major categories: 1) textiles and apparel; 2) body ornaments. Selected by Roy Sieber, Professor of Fine Arts at Indiana University, with the assistance of Katherine White Reswick, who has made a photographic survey of African decorative arts in 23 public institutions and 57 private collections in 22 states. A book by Professor Sieber, with 244 illustrations (40 in color), will accompany the exhibition. This book and the exhibition have been prepared under the auspices of The International Council of The Museum of Modern Art, New York, and have been made possible by the generous assistance and support of the National Endowment for the Arts, and of Standard Oil Company (New Jersey). The exhibition will be installed by Arthur Drexler, Director, Department of Architecture and Design and will later be shown at the Los Angeles County Museum of Art, the M.H. de Young Memorial Museum of San Francisco and The Cleveland Museum of Art. 1st floor.

Oct. 17-Jan. 7: **PHILADELPHIA IN NEW YORK: 90 MODERN WORKS FROM THE PHILADELPHIA MUSEUM OF ART**. Paintings, collages and sculptures dating from the first four decades of the twentieth century, drawn in large part from the two great collections formed by Louise and Walter Arensberg and Albert Eugene Gallatin, and subsequently given to the

Philadelphia Museum of Art. Capital works by most of the masters of the period will be shown. Brancusi will be seen in ten sculptures including the limestone *The Kiss* and the carved wood *Chimera*. Among the eleven major Picassos are his great *Three Musicians* of 1921 (the partner to the painting of the same title and date in the Museum's own collection) and *Woman with Loaves* of 1905. Leger will be represented by his masterpiece, *The City of 1919*, and four other paintings. The three pictures by Matisse include his great portrait, *Mlle. Yvonne Landsberg*. Duchamp's famous *Nude Descending the Staircase*, No. 2 will be one of the three works by him. Seven works by Miro, among them *The Hermitage* of 1924, *Chagall's Half-Past Three (The Poet)*, and Rousseau's *The Merry Jesters* (c. 1906) will also be on view. In addition there will be major works by Braque, Gris, Mondrian, Picabia, de Chirico, Klee and many others. This is the largest and most important exhibition the Museum has ever borrowed from the collections of another museum. It is also part of the first exchange of exhibitions the Museum has ever entered into with another institution. Now through October 22 the Philadelphia Museum of Art is showing an exhibition entitled *American Art Since 1945—A Loan Exhibition from the Museum of Modern Art* consisting of 50 paintings and sculptures. *Philadelphia in New York* is directed by Betsy Jones, Curator Painting and Sculpture. 1st floor.

Oct. 24-Jan. 2: **ETCHINGS ETC.** Intricate combinations of intaglio techniques have characterized the works of many printmakers during the past forty years. This selection of prints from the last decade indicates that imaginative, less complex approaches to etching, concerned more with image than technique, are producing a new look in a traditional medium. The exhibition, from the Museum Collection, includes works by Jim Dine, Helen Frankenthaler, Jasper Johns, Bruce Marden, Eduardo Paolozzi and Gerard Titus-Carmel. Directed by Carol Giamartino, Intern, Department of Prints and Illustrated Books. Sachs Galleries, 3rd floor.

Oct. 24-Jan. 2: **FROM THE DRAWINGS COLLECTION: DESIGNS FOR UBU ROI BY DAVID HOCKNEY**. Drawings for the 1966 London production of Alfred Jarry's famous avant-garde revolutionary satire. Hockney's designs are conceived in the original school-boy farce style of Jarry's own drawings for the play's first production in 1896. Directed by Bernice Rose, Associate Curator, Drawings. Sachs Galleries, 3rd floor.

Oct. 2-Dec.: **PHOTOGRAPHS BY HENRY WESSEL, JR.** This exhibition consists of approximately 40 photographs made during the past five years by this 30-year-old American photographer. Directed by John Szarkowski, Director, Department of Photography.

Steichen Galleries, 3rd floor. Oct. 9-Nov. 15: **LANDSCAPES**. In conjunction with the publication of the Museum's 1973 Appointment Calendar, Landscape, the Art Lending Service has assembled a selection of new work in various media on the same theme. The works are available for rent or purchase. Directed by Pierre Apraxine, Assistant Curator, Painting and Sculpture. Members Penthouse, 6th floor. Open to public Tuesdays-Saturdays 3:00-5:00 p.m.

CURRENT EXHIBITIONS

Through Oct. 10: (NOTE NEW CLOSING DATE) **SYMBOLISM, SYNTHETISM AND THE FIN-DE-SIECLE**. This exhibition presents a visual perspective of the late 19th century, indicating the multiplicity of ideas in the parallel currents of artistic conscience at work during this time. It also attempts to distinguish between the formal and interpretative ideas of the Symbolist and Synthetist artists as best seen in their prints and shows how the artists of each country incorporated symbolist principles in the development of a unique vision. Included are prints, drawings, and illustrated books from the Museum collection by Aman-Jean, Bonnard, Denis, Gauguin, Hodler, Redon, Seguin, Toorop and Vuillard, among others. Directed by Donna M. Stein, Assistant Curator, Department of Prints and Illustrated Books. Sachs Galleries, 3rd floor. (opened June 20)

Through Oct. 10: (NOTE NEW CLOSING DATE) **EUROPEAN DRAWINGS AND WATERCOLORS**. This selection of masterworks from the Collection includes Boccioni's study for the Museum's bronze *Muscular Dynamism* (1913); Cezanne's watercolors, *Foliage and Rocks at Chateau Noir* (1895-1900); and two studies of the Eiffel Tower by Delaunay (1910), as well as works by Mondrian, El Lissitzky and other important figures of the early part of the century. Directed by William S. Lieberman, Chief Curator of Drawings. Sachs Galleries, 3rd floor. (opened June 27).

Through Oct. 29: **PROJECTS**. One in the continuing series of exhibitions reporting on recent developments in contemporary art. 1st floor. (opened September 18)

Through Oct. 30: **RECENT ACQUISITIONS**. Directed by William Rubin, Chief Curator, Painting and Sculpture Collection. 1st floor. (opened September 27)

Feminist Theatre

The Westbeth Playwrights' Feminist Collective, recent producers of *UP!—AN UPPITY REVUE*, have announced a Workshop Reading to be held at The Great Building Crack-Up Gallery, 251 W. 13th Street, on Sunday, September 24th at 6:00, 8:00 and 10:30 p.m. Contribution \$1.00.