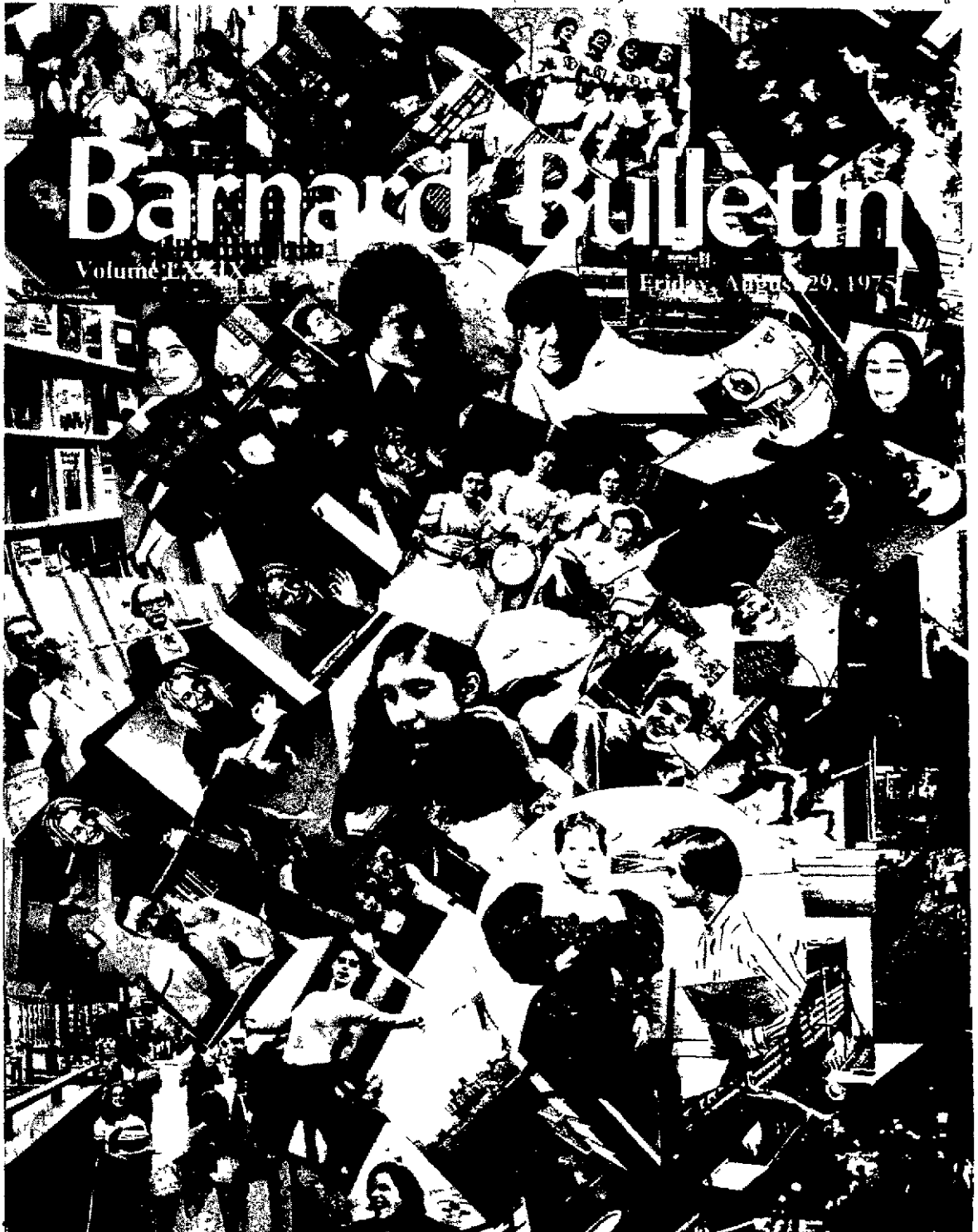


Barnard Bulletin

Volume LXXIX

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READ BULLETIN

by Gwyneth MacKenzie Murphy

The letter which you received from Undergrad in your Orientation packets briefly outlined student government at Barnard. The purpose of this article is to explain in detail the Undergraduate Student Association (Undergrad), who the officers of Undergrad are, the Committee system, elections and how you can get involved.

All members of the student body belong to Undergrad. The Undergrad Executive Board consists of four people, a President, Senior Vice-President, Vice-President at Large and Treasurer, who are elected in March for the coming school year. This year's officers are myself, Gwyneth Murphy ('76), President; Robyn Grayson ('76), Sr. Vice-President; Beryl Kaplan ('76,) Vice-President at Large; and Ruth Leibowitz ('76,) Treasurer.

Undergrad sponsors all student activities, clubs, organizations and publications with the \$70,000 allocated for student activities (\$35 activity fee per student.) The range of activities which Undergrad sponsors is wide, including departmental clubs, the Women's Collective, dances, movies, guest speakers, *Bulletin*, the yearbook.

This year we are sponsoring the Pilot Intercollegiate Sports Program; the student body voted in March to increase the student activity fee by \$5 per student to establish this program. The committee which is steering the program is made up of students, faculty and administrators. Undergrad is sponsoring a new student publication this year, *A Student Guide to the Barnard Health Service*.

Undergrad will be sending out a Student Interest Card to every student to fill out. These cards will give us an indication of where student interests lie, and will enable us to give each organization a list of students who are interested in the specific activity.

Barnard is run by a number of Tripartite Committees. (The Tripartite Committee System was instituted in 1970.) Each committee has student, faculty and administrative membership. Student members are elected either by the student body at large or by their respective constituency. Elections for most of these positions are held in March.

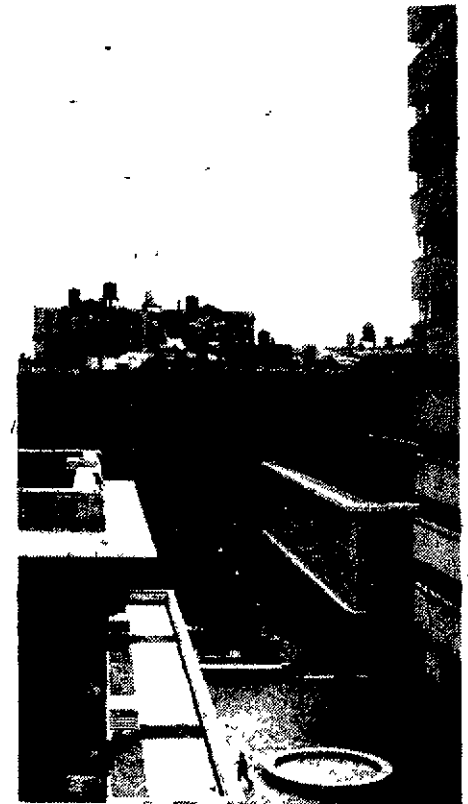
However there are a number of positions which are filled in September elections—positions which are

determined by place of residence, and those positions reserved for Freshwomen. This year's elections will be the week of September 22. There are positions open on the following committees: Admissions, Buildings and Grounds, Financial Aid, Housing. *A Guide to Barnard* (the student handbook) explains the committee system in detail. Copies of the By-Laws are available in the Undergrad office, 206 McIntosh. *Bulletin* will be covering the elections as far as dates, platforms, etc. are concerned.

The only way that the committee system can work for us as students is if we are aware of what is going on and get involved. Involvement with the committee system is not confined to those students on the committees—each of us is represented on every committee, each of us is affected by what goes on in every committee. Communication and contact between student members and the other students they represent is the only way our interests will be looked out for in committee discussion and decision.

As I said in the letter, all four of the Undergrad officers are looking forward to meeting you and working with you. We are in 206 McIntosh, extension 2126.

Enjoy.



Voices From the Past

1940

In the past few years new classes have been welcomed to Barnard in times of crisis and change; but at no time have world conditions been as grave as they are now, as we greet the class of 1944. While this is a gloomy note to strike in an editorial welcoming the freshmen, still we know that you recognize the seriousness of the present situation, and appreciate the amount of thoughtful attention it should have.

In several of the magazines designed for popular consumption there are attempts to typify the modern college woman, and frequently the collegiate attitude toward politics and social problems is commented on. The lackadaisical attitude on the part of women students toward politics and social affairs was not only noted, but described as a chic and a smart way of looking at the world in more than one article.

If we should ever discover that this is the conscious attitude of the majority of college women, our faith in the desirability of the education of women would be immediately shattered. A very basic assumption of democracy is that the people are capable of ruling themselves, and that each member of the electorate has a deep and personal interest in his government. Obviously, if we want a democratic way of life, we must understand democracy and have a positive attitude toward retaining it.

We should like to do our part to remedy the mistaken impression that may have been created by some of the literature directed toward new college students. College is not a finishing school where you learn that it is good to read the morning papers and be well-informed; college is a beginning, where you are introduced to the tools of study and thought, and where you learn that it is possible to "do something" toward remedying undesirable conditions in the world.

1955

Here in the comparative calmness of my room after the mad excitement of orientation, I can look back on what took place during the past two days.

After waiting to register for our dorm rooms with our excited, chat-

Barnard Bulletin

Library Displays Margaret Mead Exhibit



Margaret Mead

Mead Organizes Student Activities

Dr. Margaret Mead, who has just returned from her recent trip to the South Seas, is organizing a series of student activities to discuss her findings. She will be speaking at the Student Center on Tuesday, September 11, at 8:00 P.M.

The exhibit at the library is a collection of Mead's work, including her book "Coming of Age in Samoa" and "The Sexes in Human Development".

Students Face Possible Expulsion for Inaction



Students in a classroom

The Board of Trustees has announced that students who do not attend classes for a certain period of time will be expelled. This is a serious warning to all students to attend their classes regularly.



Students in a classroom

Senior Awards - p. 2

The Senior Awards ceremony will be held on Friday, September 14, at 8:00 P.M. in the Student Center. The awards will be presented to the top students in each class.

St. John's Show - p. 5

The St. John's Show will be held on Saturday, September 15, at 8:00 P.M. in the Student Center. The show will feature a variety of performances by the students.

Theatre Pages - p. 6-7

The Theatre Pages will be published on pages 6 and 7 of the Bulletin. They will feature news and reviews of theatrical productions.

Commencement - p. 8

tering fellow classmates, we unpacked and got acquainted with our sponsors. We went to the President's luncheon and then were taken in groups on tours which showed us everything from the Barnard swimming pool to Low Memorial Library. We all got together again at beautiful St. Paul's Chapel where an introduction to the various aspects of the religious life of the campus was conducted.

Anticipation mounted as the time for the dance grew near. The weather, which turned out to be rainy, served only to dampen our curls but not our excitement. The Gymnasium was filled with balloons, a band, and prospective dance partners. Our thoughtful sponsors were propelling tweed-jacketed young men who had asked them to dance toward the freshman girls. The dance was definitely a smash hit.

We had difficulty getting up the next morning, but breakfast sufficiently revived most of us to face the planned activities—a square dance and an introduction to student government by speeches and group discussions, followed by group singing.

The overall feeling created by the events of the two days seemed to be one of friendliness. We had the opportunity to get together informally with our future classmates and we were introduced to the facilities of Barnard and the University, so that we could feel at home from the start.

1972

There are a number of assumptions concerning Barnard as an academic institution that are constantly repeated in welcoming speeches and campus publications by administration and faculty alike. We are so inculcated with these assumptions here at Barnard that they become the reality upon which we make our decisions concerning the future of the institution. However, at a time when Barnard is re-examining itself and its relationship to Columbia at all levels, perhaps we should examine some of the underlying assumptions which too often remain unquestioned.

The fact that Barnard has an enrollment of less than 2000 women results in statements about the "small college" nature of the school. At Barnard, the argument goes, one will not get lost in the red tape and impersonal atmosphere of a large University. In fact, we are told, we have the best of both worlds because we also have the opportunities existing at a large University. Well, there is some truth to the statement, but there are too many alienated and lost women walking around Barnard to accept it at face value. Classes are too often large and impersonal and although Barnard professors are usually available for consultation in their offices, the initiative is definitely up to the student, just as it would be at a larger university.

The other theme that is echoed around Barnard is that Barnard offers us a type of education that is tailored to our needs as women. While the fact that Barnard is a women's college does raise our consciousness level and we are probably more aware of our power as women than we might be at a coed institution, the idea of women's education is too often more of an ideal than a reality.

With the implementation of "open access" this semester, a re-evaluation of our basic assumptions should be commenced. It is not that these assumptions are lies or deliberate misconceptions. More often, they are half-truths that, whether or not they are deliberately perpetrated, do not conform to the core of experience of most Barnard women. We should define ourselves first and with this definition in mind, we should plan our future.

A View of the Zoo: Reid Folklore

by Lisa Lerman

When I arrived at Barnard the night before orientation and found the room I had been assigned to occupied by a petite blonde from Arizona, I swallowed my disappointment and tried to act interested in her anecdotes about high school in Tucson. I had imagined that my roommate would be a friendly intellectual from the East Coast. I decided they had matched me up with this cover girl because I was from Tennessee.

The rest of my floor was not much better, mostly spoiled Jewish girls from Long Island with trunks filled with new clothes and doting mothers unpacking for them. Within a day or two I started talking to a skinny girl in overalls who sat on the floor in the hall with a Winston dangling from her lips. Final exams found me sitting on the floor with her at 3 a.m., chain-smoking, trying to digest a biology textbook.

My freshman orientation was a long party. I kept wondering if it would be like that all year, whether I had come to college or summer camp. I didn't go to most of the planned activities, except the ones that served food. I rode around Manhattan on the Circle Line one night, with a couple of hundred drunken newcomers and a noisy band, staving off the advances of a hippie from Montclair, New Jersey.

Evenings during the weekend were spent on the steps by College Walk, soaking up my new surroundings. I think I met more horny freshmen and more unsavory middle-aged men during these four days than I have in the whole rest of my life. There was one crazy man who told me every time I passed him that he wanted to be a vitamin, because everyone loved vitamins. There was a medical student who wrote children's books and wanted me to spend the weekend in a hotel with him. There was a radical German who told me all about the strike of '68 for three or four hours one night. Reid Hall was a sanctuary, a place where no one could follow me home.

Four Reid quickly divided into about three cliques, seemingly according to hairstyle, religion and taste in music. I overheard a conversation one day between two of the femmes fatales who went to the Lions Den on Friday nights to pick up guys. They

were talking about me and my friends, "the organic ones, who all have long hair and smoke pot."

They often got together late at night in one of their rooms and made popcorn and danced to old Rolling Stones records. Sometime around February I wandered in to borrow a book, and spent the rest of the night with them. My friends' hangout was the sauna in Furnald. Very few girls went there then, so we went in groups of five or six, protected by our number from the leering gazes of various Carmen residents.

As the year progressed, the lines of the cliques became fuzzier. I stopped being so fussy about whom I ate



breakfast with, because my friends were never up. The kids from Long Island found out my lizard had died, and held a funeral one night, complete with flowers and sympathy cards, while I was trying to finish a term paper on T.S. Eliot.

For some reason, life in Reid Hall was conducive to deliberately disruptive activity. Most of us kept irregular hours, and did things late at night that we could not do during the daytime. We stole furniture from the living rooms, and replaced it only when the room searches were threatened. No one noticed when a friend and I took a tall tray rack on wheels from Hewitt cafeteria. We rode it up and down hall-ways, in and out of elevators. We kept it disguised in my friend's room when we weren't using it; it lived underneath an Indian bedspread.

Reid Hall was not always so free an environment. When the whole of BHR was women, men were not allowed in the dorm at all, except on Sundays between one and seven in the afternoon, when young ladies received visitors in those nooks in the Brooks living room known as beau parlors. There was a rule that three out of the four feet of the resident and her caller had to remain on the floor. Women were expected to wear skirts. In the 1940's, when Barnard was attended by the daughters of the New York elite, (so the story goes) the small rooms on the eighth floor of Brooks Hall were occupied by maids, who were brought to school by some of the students.

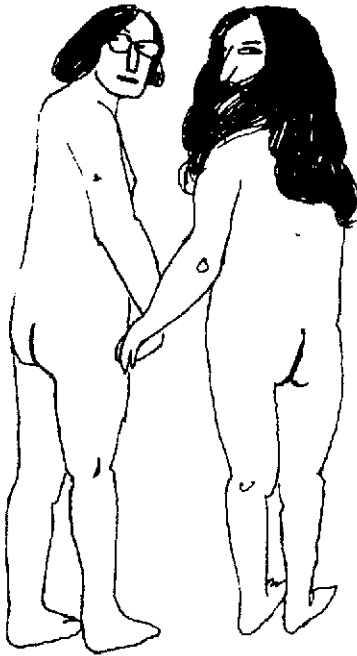
The railing over the front entrance of BHR in Reid was built several years ago, following a series of panty raids perpetrated by Columbia students against the Barnard freshmen. The same puerile instincts which inspired the panty raids of the sixties, led the Columbia freshmen in 1973 to hire a stripper. This "exotic dancer," as she euphemistically called herself, drew a large audience in Wollman Auditorium. The *Columbia Daily Spectator* printed a photograph the next day of this woman being sexually stimulated by one freshman boy who followed her up on stage. The story goes that she received a bonus of one hundred dollars for accepting his favors.

What all of this had to do with Reid Hall, was that several women residents, disturbed by the fact that

(Continued on page 15)

Sexual Revolution: Politics and Ethics

by Ellen McManus
and Nadine Feiler



The following is excerpted from an article which appeared in an April 1974 issue of the Barnard Bulletin.

In 1968 a Barnard sophomore was brought before the Judicial Council and censured for her failure to comply with Barnard housing regulations. Officially, she was charged with falsifying her address in order to evade the Barnard off-campus living restrictions, but the real issue involved, the issue which received national press coverage, and the issue which prompted outraged alumnae to threaten withdrawal of financial support from Barnard, was that Linda LeClair was cohabiting with a man.

Six years later Barnard and Columbia students live in officially condoned and happy coexistence in coed dorms at both Barnard and Columbia. Students now take it for granted that they are allowed to live next door to members of the opposite sex, entertain anyone in their rooms at any time of day or night, and generally pursue their own chosen life styles.

The problems and contradictions of coed living are many. A Barnard junior described her experiences and those of her friends on a coed floor. "I spent my freshman year in Reid Hall, in what was then a "typical" girls' dormitory, BHR. All my friends moved to Columbia sophomore year and I suffered a low lottery number, living on a coed floor in Hewitt; the

first year BHR admitted 'men without women' beyond the front desk."

Most women moved to Columbia to escape the strict atmosphere of BHR; the ubiquitous register, and general parental attitude. Columbia meant freedom. Looking back now, one Barnard junior recalls life in Reid with nostalgia. "BHR offered a certain kind of security," she said, "like being able to get men out of your room more easily; and being close to women. Life at Columbia has often meant uninhibited guests, and less contact with my female friends."

Coed living in general seems to introduce an element of casualness that some people, at least, are uncomfortable with. One Columbia senior stated, "This situation invalidated the old set of sexual signs, games, rules, whatever you want to call them.

Far from creating a brother-sister atmosphere, what a Barnard floor counselor once referred to as the "incest taboo," coed living does produce sexual relationships between men and women on the same floor. "It's really a drag too," commented a Barnard woman, "because then you both feel confined and as if everyone else who lives around you knows. You're forever running into each other. You lose all your illusions... I guess that's what coed living is supposed to do, but I'd like my illusions back."

The administration seems to encourage this idea: that men and women living on coed floors develop only a sort of sibling affection for each other, and that "dating" patterns have remained the same—that is, one becomes romantically involved with say, a person from another dorm, whom one dates but does not live with; and feels only sisterly/brotherly affection for one's floor family.

Although this is the case with many men and women, it is certainly not the only kind of relationship which develops between people on the same floor, or in the same dorm. It is not at all unusual for one to begin sleeping with one's next door neighbor and become a "couple"—even though the couple were total strangers before moving into the dorm.

Many students see this situation as a much more natural living style. "It makes dating unnecessary. You can

just visit," said a Barnard junior who lives in Furnald.

But the most oft-repeated and seemingly heart-felt comment heard on both sides of the street was that what students really want is that old will-o-the-wisp security. Whether men and women find it in coed living or some other lifestyle, this, it seems, is what they are looking for. The security of a boy/girl friend, lover, or just "friend" can be found more easily in a coed living situation, and students like the ease of forming friendships with the people on their floor.

In this sense, it seems nothing has changed with the advent of coed living. Men and women still look for the companionship of the opposite sex in fairly conventional ways; only now they can do it in the privacy and security of their own floor or room, instead of at the sock hop or in the back seat of the car.

The difference that coed housing does make is that it allows students to experiment with different lifestyles and relationships. Although monogamy seems to be the most prevalent and accepted choice, men and women can also choose to live alone or with groups of either men or women or both, and in heterosexual, bisexual or homosexual relationships.

The struggle for gay liberation, however, gained strength sometime after the so-called "sexual revolution," of the late sixties, in which heterosexual people fought for the right to live together freely. The gay battle was harder and longer, and

(Continued on page 10)



How to Read a Book

by Robbie Brager

It is characteristic of freshmen and women, upon entering the academic rat-race at college, to react to reading lists, term paper assignments, prospective mid-term and final exams, with anything from a deathlike groan to a swoon. To read four to six books a week competently is an arduous task for even the brightest of scholars, if he or she plans to do anything besides eat, sleep, and read.

Despair, baring masochistic urges, is fruitless. What is necessary is an efficient method for reading and studying. Although the following is one that may not work for everyone, (science courses, for instance, will not be touched on here) it is worth a try.

1) Books, chapters, and paragraphs are constructed similarly. The author introduces his or her point, presents a wealth of material supporting (or possibly challenging) it, and then concludes. If a whole book is assigned, read the first and last chapters fairly carefully. Skim the middle sections for a few examples. Reading the whole book is not only unnecessary, but it may also adversely affect your understanding of the material. Absorption of too much data can lead to confusion of the author's main points.

2) If chapters are assigned, they can be read similarly. Read the first two and last two pages first, then skim the middle. After a little practice, the results are impressive. You are expected to be familiar with basic concepts, not with details. By the end of the first semester, a two hundred page assignment should not take more than two hours.

3) Underlining is helpful, but takes time. Underline main points, but not examples. Do not underline everything. An asterisk, exclamation point, or a line in the margin fulfills the same function as underlining.

4) If a thought inspires you while you are reading, do not dismiss it as insignificant. Write it down. It may be one of those brilliant insights that term papers are made of. Try not to feel insecure about using those thoughts in both papers and in the classroom. Remember, you are as intelligent as most of the professors—just not as refined.

5) Keep careful notes in class, but be discriminating. If you write down everything the professor says, you will overburdened with material come exam time. Only write down what impresses you as significant. What you hear in class is really more important than what you read, because it reflects the professor's priorities and is more likely to appear on an exam.

6) To study for exams, re-read thoroughly notes and underlinings only. Skim other reading material. If you try and re-read everything throughly, you will be bogged down with too much material. That will distract you from "the essence" which is what most professors are looking for.

7) Think. This cannot be said enough! A computer can play back anything that is fed into it. That is it's job, not yours. Contribute your brains, your experiences, your imagination, to both the classroom and the exam. A teacher of mine once asserted that, "A 'C' exam is one where the student shows he has understood some of the material. A 'B' exam is one where the professor feels the student contributed thought and imagination, and, very possibly, taught the professor something he didn't previously know."

Robbie Brager graduated from Columbia College with a 3.8 average in three years.

Poetic Predecessors

1913

There was a young lady commuter,
The time of the trains didn't suit her;
She stayed late in bed,
"There's a cut now," she said
"And soon I must get a new tutor"

1913

Advice of a well-seasoned Barnardite
to a freshman:

Go into the rest room, friend,
When you're tired of all the noise;
Go into the rest room, friend,
'Tis there you'll regain your poise,
When the din of the college seems
endless
And you long for seclusion's sweet
joys.

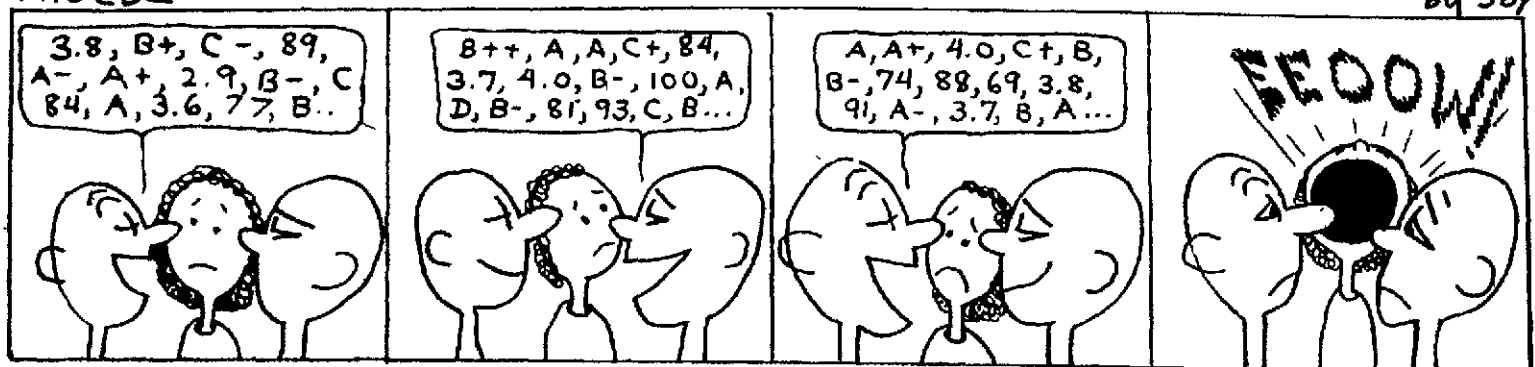
Nuit de Janvier—1920

Au clair de la lune
L'etudiant dit
J'ai beaucoup etudie
Dan ma robe de nuit
Ma chandelle est morte
J'ai bu du cafe
O que je regrette
Toutes mes classes coupees.

Nothing in Particular—1920

When you're sitting in the classroom
and the teacher springs a question,
Which you couldn't answer without
harm to your digestion,
Perhaps you didn't hear it and perhaps
you didn't care to,
You could say you didn't know it, but
you really couldn't bear to,
In Math or Spanish, French or Lit., or
Classic evolution,
You may know nothing more than
Industrial Revolution,
After all this unintelligible gibberish
and
patter,
You may not get an A but if you do, it
doesn't matter.

PHOEBE



Feminism and Barnard: Strange Bedfellows

by Jennifer Fox

Writing about feminism at Barnard from a farm in Avoca, New York is not easy. It is summer, and I have a hard time motivating myself to any sort of extra struggle—like thinking of something to say about the topic at hand. I want only to weed my garden and run in the hills with the dogs. It is hard to think of writing now—writing something for a newspaper—I am so far away from the Barnard academic syndrome (look at me, my name in print, aren't I doing something worth-while?)

The article is intended to be by a representative feminist and tell the story of her Barnard experience—to get lots of incoming women interested in feminism and reassure others that the word has indeed been heard in these halls.

A lot of women come to Barnard because of (rather than despite) the fact that it is a women's school, although the need for an education among women doesn't necessarily imply a feminist perspective. This I discovered with great surprise and disappointment my first year at Barnard. Before coming to school I thought Barnard and feminism were about synonymous. Unfortunately they are not. Although Barnard (the institution, rather than individuals within it) is not much interested in effecting profound changes in society, feminism and-or lesbianism are tolerated and somewhat protected here, certainly more than outside these gates. I think I am saying now is your chance.

I mentioned bravery before. It takes courage for women to do things like play field hockey really well, or speak out in a classroom, or not shave their legs. Most women don't do these things; we have not been socialized to excell.

I needed contact with women for social purposes; for support and encouragement about getting through school and what and how to be afterwards. Before Barnard, I had not had girlfriends since fourth grade, or rather those I had were for showing off my boyfriends to. I didn't choose to be with women for years and years, so I was delighted to make friends here.



Jennifer Fox, '76

On a more political level (although having women friends is certainly a political statement) the Women's Collective and Women's Center have offered a chance to focus just on feminism—to act around issues involving the oppression of women and the struggle away from it. I became a group-oriented person, although I didn't start that way. I was freaked out by all those grown up feminists running the Collective when I went my first year. I think the freshmen should have the Collective, not the old battle-scarred know-it-alls. I keep remembering how every year fifty or a hundred women come to the Collective's first meetings, and how two or less come back.

That the freshmen don't come back leads me to wonder what is wrong. I suspect there is nothing wrong, exactly, but more that freshmen have different challenges, different things to deal with, and are not convinced of the necessity of a feminist analysis of their lives. It is still hard for me to remember that not everyone needs what I needed. I have helped to organize other women's groups on campus (Lesbians at Barnard and Women in Health Careers,) and I have a very deep interest in the Women's Center. I think it is important that women with similar needs learn to trust and work with each other, and together cope with and enjoy our lives. Barnard can be a pretty lonely experience. It is easy enough to feel here that if you are not one of the five or ten women bound for Harvard Medical or Law Schools, you are not much.

Apart from trying to define feminism or the Collective at Barnard, I can say this: that they have been important to my growth and development the last three years.

A Barn Yard

by Jami Bernard

Welcome to Barnard College—the last bastion of feminine independence and the finest collection of Bergdorf-Goodman cardigans this side of the Appalachians.

You were probably lured here on strength of prestige and environment. We are a race of upturned noses in bed by nine (due to the jolly nature of the "environment"). The campus is bordered by two swell parks and a wrought iron fence that protects the girls from the evils of temptation and Upper Broadway. The neighborhood has a lot of local charm, produce stores, and people who mutter to themselves on the street.

The attitude on campus is an easy to adopt more-liberated-than-thou. A Barnard woman is confident that her upper-middle-class background will not conflict either with her highbrow lack of morals or her being a dynamite chick.

Yes, I know. You are wondering how to fit in inconspicuously with the Barnard crowd. If you are not a Jewish pre-med with an aptitude for other people's GPA's, then you may have a problem. Try pulling a few all-nighters in the Hartley grub room to gain admittance to the slicker crowd. Bake-offs are out.

The keyword at Barnard is "congeniality." After all, we are a small, exclusive college with only an occasional rash of theft, littering and dirty politicking. A freshly scrubbed face and a cheerful smile will get you lots of friends and maybe a few quarters on Broadway.

People will hold you in awe when they learn you're from Barnard. They will drop their packages and widen their eyes, saying, "Barnard? You're kidding!" in a hushed reverence. Then they will burst into uncontrollable laughter, indulging in the sheer joy of being alive and in the presence of such a venerable young lady.

Never forget that you are a Barnard woman, she of the analytical mind and flawless face, she of the 4.0 average and excellent posture. Your Barnard ID is all the credentials you'll ever need in the civilized world, so hold your head up, put your best foot forward, smooth your skirt, and don't giggle.

WHO'S WHO WHO'S WHO WHO'S WHO WHO'S WHO WHO'S WHO WHO'S WHO WHO'S WHO

by the Bulletin Staff

Barnard is a relatively small school, but when you're a newcomer it appears to be a labyrinth of faces and places. Many students spend two years or more at school without knowing who the Dean of Studies is or where the College Activities Office is. To assuage the initial shock of coming into a totally new situation, **Bulletin** has composed a list of people who you probably should at least know of. It is a random list and does not include nearly all the productive or important people around, but is at least a place for you to begin.

Two people Barnard students should be sure to recognize are **Ray Boylin**, Director of Security, and **Edgar Teibel**, the night security supervisor. Boylin can usually be found in the security office in 104 Barnard Hall (which is also the site of the Lost and Found.) Teibel, who was hired last year, comes on duty at 5 p.m. Don't be afraid to approach either of these two or any of the campus security guards if you need help.

Acting President **Leroy Breunig** (who took on the position after former president Martha Peterson's resignation last May) will be top banana at Barnard for one year while the search committee tries to locate a more permanent replacement for Miss Peterson. The mild-mannered Breunig is a former professor of French, and has been at the college since 1953.

Dean **Doris Coster** (Dean of Students), an emigrant from Wooster



Doris Coster

College in Ohio, is the most recent addition to the Barnard administration and fills the newly created position of Dean of Students. A Barnard graduate, Coster is gregarious and seems willing to bend over backwards to help students. Her job is rather loosely defined, but basically entails the coordination of the various aspects of student life at Barnard. If you've got problems or complaints and can't figure out where to lodge them, see Dean Coster in 110 Milbank Hall.

Hester Eisenstein (co-ordinator of Experimental College) sits in her office in the basement of Lehman drinking coffee and chatting with students in the Experimental College. Her program and her job are never quite secure; she deviates too far from the Barnard tradition for the administration to be really comfortable with her. In E.C. a student can get credit for work in a rape crisis center, for a serious semester of cake-decorating, for playing trombone or studying parapsychology. Eisenstein is only permitted to take on forty weirdos each semester (they must be weird if they want to learn something which is not normally offered in a classroom). She and they are almost the sole advocates at Barnard of academic rebellion.

If you're looking for some action, try talking to **Claire Fay** (Director of College Activities) or **Peter Simonds** (Program Director). The two work side by side in the CAO office in the upper level of McIntosh, coordinating fun and games for Barnard students. Although things in this office tend to get a little disorganized, students will find Simonds and Fay easily accessible and eager to be of service.

Serge Gavronsky (Professor of French) is the resident sex symbol. He teaches French and Humanities dressed in a suit of burgundy velvet. He sits in McIntosh engaged in intellectual discourse with a doting coed or two, putting on his most charismatic smile in the hope of interesting them in French Surrealism.

He works his students unusually hard, and his classroom is a scene of unusual attentiveness. Twenty well-groomed faces gaze into his baby blue eyes wondering what he would be like in bed. Gavronsky seems to know that



Serge Gavronsky

he is the object of innumerable fantasies; he also seems to enjoy it.

Marianne Gelber and **Joan Buckley** are employed as nurses by the Barnard Health Service, but their jobs entail more than making appointments and dispensing aspirin and Ortho-Creme. Their contact with students is with individuals, not groups; consequently they are more in touch than most administrators, staff members, or faculty.



Joan Buckley

Jane Gould (Director of the Women's Center) heads up one of Barnard's most valuable institutions. Personable and efficient, Gould enjoys getting to know students individually. The Women's Center provides a wealth of reference material and interesting reading, plus a place for women to meet one another. Gould herself is full of information on

both campus and city-wide feminist activities. **Emily Kolron**, (Assistant Director) is also a goldmine of information and good words.

Peter Juviler's (Professor of Political Science) lectures on political movements are surpassed by one inestimable quality—honest, disarming concern for the students in his classes. His office door is always open to students, and many have commented after a typical meeting with the good professor that "he's made my whole day." To those who do not know him well, he appears fundamentally fair—and altogether too nice.



Robert McCaughey

Robert McCaughey (Professor of History) is Barnard's up and coming Columbia history professor, pretentious, condescending, yet fascinating and concerned. His specialty is concern about those invidiously discriminated against at Barnard, namely male professors. According to a study done by McCaughey, that rare animal at Barnard known as the male tenured professor, may be extinct by 1989. Sitting in his lecture, however, is like going to the movies at ten in the morning. It is enjoyable, educational, and makes history flow like a Victorian novel.

Julle Marsteller (Barnard's Archivist) maintains the remnants of Barnard's past and makes them available to anyone who is interested. Her office, at the south end of the Reserve Room in Wollman Library, is a masterpiece of organization. If you want to know what was happening at Barnard at the turn of the century, Marsteller is the person to ask.

Remington Patterson (Acting Dean of the Faculty and Professor of English) will be having another schitzy year as he takes on the load of both teacher and administrator. The Shakespearean scholar is filling the post of Dean of Faculty for Mr. Breunig who is filling the post of President for this academic year.

If you are wandering around Milbank Hall, an administrator whom you have not seen before smiles at you, it might be **Joan Reid**. She is an Assistant to the President, whatever that is (when asked what her job entailed she laughed). Whatever she does, she is very personable and makes friends with students, which distinguishes her from many of her cohorts.

Inez Smith Reid (Professor of Political Science) teaches classes, practices law, and lectures all over the U.S. in between. She is reputed to be one of the more exciting teachers at Barnard, at least among the pre-law set. She assigns seats, expects her students to be alert at 9 a.m., and to know the answers to a ceaseless stream of questions. But there is usually a long line of students around her door during office hours, patiently waiting hours to ask her a question or get back a paper.



Inez Smith Reid

Dean Barbara Schmitter (Dean of Studies) Although she is often neck deep in administrative work and thus hard for students to approach, Dean Schmitter is one of the more winsome of Barnard's administrators.

Responsible for the range of academic affairs, e.g. student scheduling, academic and career counselling, Schmitter is witty, somewhat sardonic and genuinely responsive to student opinions. Her office is in 105 Milbank; appointments should be made through her secretary.

Domna Stanton (Professor of French) is active both as a teacher and as a spokeswoman for feminism on the Barnard campus. Sophisticated and exotic looking, Stanton, along with other faculty and students, has been agitating for an expanded women's studies program at Barnard.



Domna Stanton

Ted Stock (Director of Financial Aid) is Barnard's leading fairy godfather. He decides what scholarships go to whom, and each year selects a deserving few to receive Mother Barnard's handsome grants. He also bears, with considerable fortitude, the abuse of numerous disappointed financial aid applicants.

Phyllis Zadra (Director of BHR) quickly becomes a familiar figure in the lives of Reid Hall residents. She lives with her husband, and daughter Gabrielle on two Hewitt. She is the one who will fine you twenty-five dollars if an iguana is found in your bedroom; she is also responsible for retrieving stolen furniture and keeping scotch tape off the walls. Zadra is available most days in her office by the lobby of Reid. Keeping five hundred college students in line is a big job.

Students and Faculty:

Careerism and Role Models

by Annette K. Baxter

Today's college generation is more than ever susceptible to faculty influence. As a consequence of the very reforms produced by the student rebellions faculty have traded their role as authority figures for that of role models. In the 1970s this has invested them with new and subtler forms of power over their students. What they do with this power becomes critical.

When neither the fraternities of an earlier era nor the radical societies of more recent history inspire credibility, students experience a disturbing vacuum in their daily lives. The pursuit of knowledge for its own sake may be what college life is all about, but for the average student it lacks the immediate rewards either of human companionship or of social effectiveness. Without some such self-confirmation at hand, the student reaches out towards a faculty whose absorption in their own careers has never been more palpable. It is concrete, it is continuous and it is communicated in a multitude of ways. The message is simple; in an economy of scarcity, excellence is the price of survival; excellence is defined hierarchically; one's place in the hierarchy is therefore of first importance. The toughness and at times ruthlessness such a faculty philosophy instills is a darker side of the self-control and single-mindedness we have come to respect in our career-minded students. Some of them retain



enough of the idealism of the 60s to temper their ambitions with selflessness; they will opt for poverty law or community medicine. Others make no secret of their intention to go as far as possible, society's ills notwithstanding.

Which direction they take more often than not depends on the examples responsible for the prevailing tone of any institution. If it is one of belief in a pluralistic curriculum, where the needs of distinct groups such as blacks and women are heeded, where the tenured do not intimidate each other or their untenured colleagues, where faculty possess the moral authority to induce the administration to foster any reasonable reforms of intellectual

inquiry, and where open covenants among the various constituencies of the college are openly arrived at, students are apt to be fortunate in their role models. If, on the other hand, each ivied wall conceals a faculty boxing ring, students are likely to pursue their goals along the same lines as their mentors, with little concern for those in other disciplines or those who entertain different points of view, and to make professional status the sole measure of personal success.

Where effective curricular innovations and positive faculty attitudes combine to create something close to an ideal campus atmosphere, students are highly motivated yet not offensively competitive. Where auxiliary structures, like the Women's Center at Barnard College, have offered support to faculty teaching in professionally suspect fields such as Women's Studies, students have learned that they need not equate intellectual excellence with academic orthodoxy. At Barnard, as at most institutions, faculty have never been more central to the development of student values. Whether the generation of the 70s will direct its ambition and deploy its talent in ways that will command admiration years hence may depend in large part on the intellectual style of the men and women teaching them.

Annette K. Baxter is a Professor in the Barnard History department.

Sexual Revolution

(Continued from page 5)

represents a more radical change in the accepted pre-'68 way of living. Gay life has not yet attained the euphemistically bemused acceptance that heterosexual cohabitation has earned from university authorities.

It appears that there is a pervasive inclination among lesbians and bisexual women at Barnard toward Discretion, with a capital D. It seems valid to feel that a woman's sex life is her own business, but if a lesbian is too discreet, she winds up being celibate.

The ways in which Barnard lesbians make contact are very mysterious and, for that reason, very difficult. "It is impossible to assume any thing about a

woman's sexual tastes on the flimsy basis of dress, mannerisms, or speech. Taking the risk of making an assumption still may lead to a paste in the mouth if you're wrong. Straight people, at Barnard and elsewhere, are still not liberated about homosexuality," a gay student told **Bulletin**.

Students on campus today are living the radical lifestyle that was so violently fought for in 1968. In the words of one Barnard senior, "We can smoke openly, fuck openly, we can do all sorts of things that before the University in its in loco parentis role wouldn't have allowed."

Yet for all their sexual sophistication or radical lifestyles, Barnard and Columbia students have

curiously retrogressed politically. From 1968 to 1970, assertion by the students of their sexuality and right to privacy was also an assertion of their right to adult responsibility, and the administration's recognition of the need for changes was a recognition that they were dealing with adults.

The LeClair issue was part of a serious political upheaval on this campus, when students were scrutinizing the composition of the university and demanding and forcing change, a time the administration would obviously like to forget. The sex issue now on campus distracts attention from political issues such as tuition hikes and trustee positions with unethical corporations to the background.

Sights on the Heights: Morningside Guide

by Lisa Lerman

Campus life at Barnard and Columbia is more diffuse, and harder to find than at many non-urban schools. There is no student center which functions as a hang-out for resident students; McIntosh Center is frequented largely by commuters, and Ferris Booth Hall is an activities center rather than a social center.

There are, however, just as many students at Barnard and Columbia as at other schools, and they are probably as interested in each other as their rural counterparts. It is only a question of finding them.

Morningside Heights is well-stocked with small unofficial hangouts; bars, coffee shops, restaurants, and lawns, all of which are places where one can go with friends or in the hope of meeting some. On campus there are a few choice spots. The reserve room at Barnard Library is a favorite; so is the sauna in the basement of Furnald Hall. The expanse of concrete and grass between Low Library (the domed Columbia administration building) and Butler Library (decorated with the names of scholars of old) is littered with indolent undergraduates whenever weather permits. The Post Crypt is a coffee house open on weekend evenings in the basement of St. Paul's Chapel; singers and musicians and poets perform there, and they serve tea, brownies, and other delicacies. The Lion's Den is a weekend discotheque in Ferris Booth, often crowded and scented with beer; it is a good place to pick up someone or more likely to get picked up. Folk dancers might prefer the four-hour marathon Friday nights in the gym at Barnard.

The neighborhood offers somewhat more variety than the campus, both in prospective acquaintances and in edibles. The restaurants frequented primarily by students are sometimes cheap and usually noisy. C.D.R. (the Campus Dining Room) is on 119th St. between Amsterdam and Morningside. It is open late and serves both ordinary American food and cheap drinks. Tom's and the College Inn, both a few blocks down Broadway, will disappoint anyone seeking elegance or sophistication, but are, along with C.D.R., the cheapest and most popular places in the area.

V&Ts is an Italian Restaurant on

111th and Amsterdam. The pizza is recommended. Fairmont Viennese and the Green Tree, also on Amsterdam, offer goulash and stroganoff and other specialties of Eastern Europe. Symposium, on 113th St., is very Greek and more chic than those above mentioned. Any of the Chinese restaurants around is worth a try. Japanese food is less common. Aki, on 118th and Amsterdam, costs about five dollars and is well worth it. A good place to take your parents.

There is only one place to go for dessert in Morningside Heights; that is the Hungarian Pastry Shop on Amsterdam and 111th. No one minds if you occupy a table for a few hours, and unless you ordered a cappuccino or an espresso (or one of that variety) your coffee cup will remain filled.

The nearest bars are the Gold Rail and The West End; both are on Broadway. The Rail has some odd odors and an occasional cockroach, but a more intimate rustic atmosphere than the West End. The West End is full of lechers, but they are fairly inoffensive. It offers live jazz, and good but expensive food.

Few of these bars and restaurants are conducive to making friends with strangers, since most people go there with friends; aggressiveness or charisma is more helpful than any surrounding circumstances. If one is friendly enough, one can meet people just about anywhere. Grocery stores aren't bad places to seek out other lonely students. Ta-Kome and Mama Joy's vie for first choice among Barnard and Columbia students. Their prices are outrageously high, but after several weeks on the campus almost everyone is afflicted with the

misconception that Sloans (at 110th St.) is miles away.

Tobacco addicts should locate Fun City (just past 113 St. on Broadway) and the Mill Luncheonette, which side by side and three blocks away offer the only fifty-cent cigarettes in the neighborhood. The Mill Luncheonette is also a favorite hang-out of ice cream connoisseurs, who can't resist the hand-packed Breyers sold there.

There are four bookstores between 113th St. and 116th St. on Broadway, where hard core intellectuals may run across one another. The campus bookstore is underneath the Journalism building on the East side of the street; along with textbooks it has a good selection of school supplies and fiction.

Paperback Forum is across the street (on the Barnard side.) Some professors order textbooks from them; it is the best place to find any scholarly books, assigned or unassigned. Papyrus, on 113th St., specializes in mysteries, science fiction, comic books and periodicals. It is the only one open late in the evening. Salter's stocks primarily course books. If you don't see what you need on their shelves, it can usually be found in their stockroom, so ask someone.

The most popular bars, restaurants, and bookstores in Morningside Heights are the most likely places to go in search of large groups of other students. If on the other hand anonymity, exotic food, or separateness from the campus scene is your aim, you will find the neighborhood full of unknown nooks and crannies, as is the entire city. An urban school is a sanctuary for explorers.



The Practical and the Pleasurable

by Diana K. Appelbaum (B'75)

I learned a lot at Barnard, much of it information which will be useful for the rest of my life, but also many things learned senior year—too late to help—which would have been very useful had I learned them as a freshman. It is hard to distill four years of experience into a few pithy words of advice, but perhaps some of the things I learned about coping with life at Barnard can be of help to you.

For example: don't believe the catalogue; or rather, believe it only up to a point, for almost everything it says is true—but nothing it says is final. Thus, if it states that three semesters of Lilliputian history are required before you may enroll for "The Concept of the Miniature," 27y, you may assume that, having taken the specified three semesters, you qualify for the course. But you may also be able to talk your

catalogue," which is "Don't accept a 'No' answer unless it comes from the top." Almost anything can be arranged if you take it to the right person. If you do get a 'No' from a dean or department chairperson, believe it, but don't accept 'No' from the secretary until you've seen the dean. I should add that although most rules can be bent beyond recognition—beware the Physical Education Department. If you don't take the four required semesters, you really won't graduate.

The course descriptions in the catalogue were apparently written under Dean Gildersleeve and have not been changed since. If you really want to know what a course will cover, go to the first class and read the syllabus or ask the professor.

A word or two on choosing courses. There are two prevailing philosophies on this subject. One school holds that

that while you're sampling, you may stumble across something that you'll want to continue with. While you've always wanted to be a doctor, "Introductory Anthropology" may lead to a fascinating career which you had never thought of.

Of course, the problem with smorgasbords is that your eyes are often bigger than your stomach. My senior year in high school I had a Barnard catalogue over which I spent hours dreaming of the things I could learn, underlining courses I'd like to take and drawing up imaginary programs. It's still on the bookcase in my old room. The problem is that everything sounded so interesting that I would have been an undergraduate for the next twenty years. Somewhere along the line your interests must focus on something, or you will become not an educated professional but an intellectual dilettante, with no real expertise.

Whatever career goal you select, Barnard offers great opportunities. Don't stop with simply taking the proper courses—get some real experience. If you want to be a journalist, join *Bulletin*, *Spectator* or *WK-CR*. If you're a fledgling politician, get involved in Undergrad or a campus-based lobbying group or political organization. Inquire about the internships available through the Placement Office in many fields of interest. Future teachers should student teach, future doctors volunteer at St. Luke's, future social workers do a field work placement. (My current employers hired me for a hard-to-find social work position even before I graduated, on the basis of my experience* in a field-work placement from Barnard's social work course.) Those inclined toward an academic career should spend time as research assistants in their selected fields. It is important to select a field and get some real experience in it. If you like it—you've begun to build a resume. If you don't—you've found out in time to change.

One final word on choosing courses. There are many brilliant teachers on campus and it sometimes makes sense to pick the professor, not the course. Take at least some courses with the really big names. They're renowned for a reason; go listen to them for a semester and find out what it is. Pick

(Continued on page 15)



way into the course by demonstrating a passing knowledge of *Gulliver's Travels*. Go directly to the professor, outline your credentials and if he or she approves, you're qualified regardless of the catalogue.

Never hesitate to go directly to the department or professor involved and don't accept the catalogue's word as final until you have done so. This also applies to the various rules outlined in the catalogue. Pass-fail options can be granted and courses dropped after the specified deadline. There are almost always ways to alter requirements which appear in the catalogue as rigid.

It is important to remember in trying to bend rules of this sort the corollary to "Don't believe the

college is like a smorgasboard; presented with a table full of delicacies, the best policy is to sample a little of each. The other school maintains that the world is a rat race, so in order to get ahead you must pick a field early and learn everything there is to know about it—but little else. As is so often the case, the wisest course is to follow the middle road.

You will spend the next four years in acquiring a liberal education. Now, as never again, you have the opportunity to sample a wide range of subjects, to explore fascinating, even though not practically useful, fields of literature, philosophy or history. You'll want to learn these things simply because they are so interesting. It is also possible

'To Dance is to Live'

by Sarah Gold

"To live is to dance, to dance is to live," says the great folk-sage, Snoopy. And New York must be the best place to live, for where ever you turn, people are dancing. Nowhere else can you find the variety of dance programs that New York has to offer. In a typical season, offerings range from classical ballet to India's khatakali. There is something for everyone among the followers of Terpsichore, and perhaps even the uninitiated will be tempted to join.

For ballet-lovers, there is the regular New York City Ballet winter season at the New York State Theater. While the repertoire is mostly Balanchine, it is hardly for that reason uniform. The most prolific of choreographers, his scope ranges from "Swan Lake" to Stravinsky. Prices are \$2.25-\$9.95, with rush tickets for \$5.00 available a half hour before each performance.

The Joffrey Ballet (City Center, Oct.1-Nov.2) offers somewhat less orthodox fare, including Twyla Tharp and such controversial pieces as "The Relativity of Icarus" as well as revivals of older pieces, classics of their times, such as "The Green Table." Prices are the same as at the State Theater.

Modern dance companies don't have regular seasons as such, but the city is usually visited by the companies of Paul Taylor, Jose Limon and other luminaries of modern dance. The Dance Uptown Series presents programs about once a month here at Barnard College. Or you might consider a membership in the Cubiculo Theater, \$1.50 fee entitles you to tickets for yourself and friends at \$2.50 a piece, plus mailings.

There are many other places which offer dance programs—The Brooklyn Academy of Music, Town Hall, The American Theater Lab, the 92nd St. YM-YWHA. But for real variety, don't stick to traditional dance theaters. Many innovative dance programs are offered in smaller, less imposing places. Churches in the neighborhood of Barnard, such as Riverside Church (120th St.), provide an opportunity for small companies to perform. The Museum of Natural History (79th St. and Central West) sometimes presents exotic dancers from such places as the Philippines and Japan.

Whatever your taste in dance, you're sure to find something to satisfy it. So whenever you feel the tedium of school creeping up on you, make for the nearest ballet, and feel what it's like to be alive again.



Joan Miller, Dance Uptown

Surviving the City: Helpful Hints

by Sabrina Freed

Welcome and Bienvenue—Welcome to the Big Apple and to Barnard (the two are inseparable.) Well, you're here, despite, or because of all the warnings from parents, friends, and the *Underground Guide to Colleges* and those expatriots who have fled to greener pastures. I hate to disappoint you, but New York isn't half the jungle its publicity makes it out to be, but then again, it isn't Little Rock, Arkansas either.

On your arrival here, gone is the five cent ferry ride and alot of other things New York is famous for. But don't despair, as quickly as New York traditions disappear, new ones seem to appear—maybe it has something to do with the Law of Conservation of Energy.

When exploring the great expanses of New York, don't wear your Sunday best—jeans are usually safest, you don't attract any attention and you

look like you're a veteran street trecker of many years.

New York is split (in two—streetwise—it is separated by the Great Divide more commonly known as Fifth Avenue, into the East and West Sides. Now this is very important, it's perfectly all right to walk cross-town from east to west or the other way around below Central Park, and even Central Park is fine when it's light or there's a crowd of people inundating the park..

But you virtually take your life in your hands if you decide to take the Lexington IRT Subway (which runs on the East Side) and walk cross-town at 116th to Columbia University across Morningside Heights. It's one definite no-no. Also avoid 9th, 10th, 11th and 12th Avenues if possible, and Amsterdam and Columbus Avenues at night when walking alone.

Outside of those few precautions, worry not. The city is full of free (or of

nearly so) things to do—bring your walking shoes because you can't enjoy New York without seeing everything close-up. There are one-dollar cinemas where you can catch new or classic movies in pairs. Buy the *Village Voice*, sold everywhere by people in wooden boxes on corners first thing every Wednesday. Read a current *New York Magazine* for up-to-date dishy doings. *The Post* has the best daily movie listings and *The Times* has no funnies.

Reminders at random: Keep your money in other than \$20 denominations (no one has change) and divide it up among all of your pockets. Go to the lobby of the Empire State Building, not the observation deck. (All you see is smog from the top; the lobby is the most beautiful art deco extravaganza in America.)

New York never stops. The energy is at stroke level, constantly, and every minute is a trip. Happy Hunting.

Eight Good Places to Eat

by Beth Falk and Robbie Brager

Good food is one of the perpetual joys of living in New York City. There are many fine restaurants in the city, some of which are not prohibitively expensive for a student budget. The whole problem lies in knowing where to begin; there are blocks in New York with more restaurants than are to be found in whole cities elsewhere. And the variety is overwhelming. In order to enhance your eating escapades and give you some places to begin, **Bulletin** presents its **Student Guide to Restaurants** (featuring eight excellent and moderately priced culinary establishments.)

The Red Tulip (250 East 83 Street, off of Third Avenue). Hearty Hungarian meals are to be found for decent prices at the Red Tulip. It is a tiny restaurant (seats about 40) and is usually quite crowded. Excellent choices are Hungarian beef goulash (with egg dumplings), chicken paprikash, stuffed cabbage, and crepes for desert—filled either with a walnut mixture or apricot jam. Service tends to be slow, but there are lots of interesting things to look at on the walls and the food is well worth the waiting. An average meal costs about \$5.

The Szechuan Restaurant (Broadway and 95 St.) Here's a popular spot for Columbia and Barnard students, and one of the best priced meals around. Portions are large, the service pretty good, and the food interesting and tasty. It is difficult to cite a few superior dishes because there are many fine choices, however some specialties are cold noodles and sesame sauce, egg plant with garlic, wonderful taste soup, beef with mushrooms and bamboo shoots and chicken with ginger. Rice is inconsistent, tasting somewhat dry and old on some days. You can stay and drink tea after eating, without being chased away. A large meal will cost from \$4-\$6.

El Faro (72 Street between Columbus Avenue and Central Park West.) This may be New York's finest Spanish restaurant. The fare is simple—salad, rolls, entree and coffee—yet the entrees are works of art. Pork and duck with almond sauce, Payailla, lobster and crab omelettes, are only a few of the many delicacies that may come before your hungry eyes. Soup, although extra, is delicious and meals



are priced very reasonably at \$4-7 per person.

Gaylord's (50 West 58 Street, off of Fifth Avenue.) Gaylord's is the place to go if you want a nice quiet meal accented by dark golden lights, plush chairs, beautiful Indian tapestries and the sensual smells of Indian food. Gaylord's has got to be one of the sexiest restaurants around, and the food is fantastic. There are many irresistible choices, and one is liable to splurge a little. All of the lamb dishes are succulent as are the curries which vary in intensity. Service here is excellent. A typical tab comes to \$8 or 8 per person.

Julio's (129 East 15 Street.) This Italian restaurant is one of the cheapest places to get a good home-cooked meal. It presents the delightful feature of an outdoor garden which is open for dinner in warm weather. Julio's is extremely low-keyed and relaxed, and a great place to spend some time if you are in the NYU vicinity. There are all the Italian regulars; spaghetti, ravioli, ziti and so on, and it is all satisfactory. Egg plant parmigiana is especially fine—spicy and plentiful, although it's a little on the greasy side. Bring along a bottle of wine. Plan to spend \$3-4.

Numa (4197 Broadway, near 178 Street.) Although most Barnard students don't get up to Washington Heights too often, the lure of this Japanese cuisine makes the trip worth-

while. The best bet here is to buy complete dinners, which provide—for a reasonable price—soup, bean sprout salad, tempura, an entree and desert (bean cake or ice cream.) The food is exquisitely light, varied and aesthetically pleasing. Teriaki is wonderful, as is the sea food mit-zutaki (a sort of Japanese bouillabaisse) and chicken nugiaki. For those who dare, the sashimi (raw fish) is adequate, but somewhat bland. Service here is slow—come prepared to relax and not worry about the time. Meals cost between \$6-8.

Hop Key (54 Mott Street). Hop Key is a 24 hour-a-day Chinese eatery that is inexpensive yet extraordinarily appetizing. The menu is huge, with about 15 different chow fun and lo mein dishes, and nearly 100 assorted beef, pork, chicken and vegetable dishes. A respectable meal comes to under \$2, and a group of people can really splurge at about \$4 each.

Hot Bagels U.S.A. (78 Street and Broadway.) Open 24 hours-a-day, Hot Bagels U.S.A. has eight different types of bagels, all at \$.15 each. Recommended with the bagels are butter and cream cheese (which can be obtained at the store.) For a sumptuous bit of decadence, spread some nova scotia salmon or white fish on top of a bagel. An average meal costs \$.45-60.

Braving Barnard's Bureaucracy

by Leah Nathans

Having recently arrived, you are probably excited about being here. But three weeks into the semester when you realize that your classes are not quite what you had in mind, you may feel let down. Now is the time to find out all you can about how to play the curriculum game so that you can have a satisfying academic experience in spite of the numerous obstacles.

Rule No. 1: Read the damn catalogue! It is not easy to understand and lacks some vital information, but it contains certain facts necessary to your survival. So before you go any further, make sure you understand at least the degree requirements on page thirty.

Rule No. 2: Spend some time thinking about and planning your schedule. What do you want your next four years of education to include? You must ask yourself whether you want to get your language and science requirements out of the way immediately, or to spread them out over a longer time period. Any freshman schedule can become pretty dry if it gets too loaded down with requirements. Just make sure you take something you really want.

Transfers, the head of a department usually must okay a course taken at another college if it is to fill a Barnard degree requirement. Be prepared to

Reid Hall

(Continued from page 4)

such sexist entertainment was permitted on the campus, held a demonstration outside the auditorium where the stripper was dancing. The event was well-planned however—a reaction from the forces of feminism at Barnard had been anticipated and football players had been hired as bouncers. My friend across the hall came home that night with two black eyes. A war between Barnard and Columbia almost broke out during that week.

At the end of my freshman year, Four Reid had a floor meeting about room drawing. In talking about where we would live the following year, we got into a debate about whether co-ed dorms or women's dorms were preferable. All year we had been complaining that the Barnard administration kept us in a female dorm in order to preserve our chastity. By the end of the year, however, most of us had changed our minds.

summarize the course and its reading list.

Rule No. 3: Get in touch with all your advisors. Career counselling provides access for Barnard students to many outside jobs. Faculty advisors can clarify major requirements, transfer advisors have information on transfer credit status, and pre-professional advisors can talk to you about grad schools.

Rule No. 4: Take advantage of some of Barnard's unique course offerings. One of these is the Experimental College, a program consisting of a group of students doing individual projects (e.g. legal aid work, weaving, playwriting) and sharing their work at weekly meetings. Barnard has expanded its humanities offerings; these and other interdepartmental courses are often taught by people whose ideas overstep the confines of their own field—a good sign.

The women's studies courses are not listed together in the catalogue, but appear less conspicuously under department headings.

Rule No. 5: Try to find out which are the good professors in the departments you are interested in. If the teacher is good, the course is bound to be.

Rule No. 6: When in doubt, ask twice; minor tragedies often occur as a result of misinformation. Little-known facts

about Barnard include; a) incompletes at Barnard are never crossed off your record—the grade is placed beside INC. b) It is possible to make up finals. c) Anyone can petition the Committee on Instruction to have requirements waived or to major in area of your own invention. d) all commuters have a mailbox on campus. e) Students can take six one-semester courses pass-fail during four years at Barnard.

Rule No. 7: Watch out for deadlines! Make sure you read all the memos sent out by the registrar, the bursar, the financial aid office, and so on. And get your library books in on time. You may be fined for anything you do a day late.

Rule No. 8: Be choosy about your schedule. Pre-registration does not commit you to anything; you have two weeks to decide on courses before the actual deadline for registration. That means you have two weeks to shop around for good courses.

Rule No. 9: Don't let the bureaucracy prevent you from getting what you want! There is no rule which cannot be gotten around by someone with some time and a big mouth. Always go right to the top, to heads of offices, deans, etc. Be obnoxiously persistent, authoritative, or make a public fuss. Barnard administrators are supposed to facilitate education, not to handicap it.

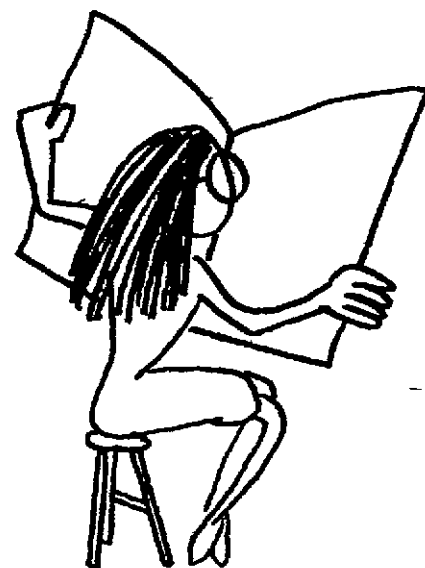
Afum Looks Back

(Continued from page 12)

an outstanding professor, even if it means getting up at 9:00 am, risking a somewhat lower grade, or taking a course which doesn't sound quite right for you in the catalogue.

Your freshman orientation packet is chock-full of descriptions of the various student organizations on campus. While any group's description of itself should be read with a grain of salt, it is a good idea to read this material and further investigate those groups which interest you.

A further reason to join in activities is the advantages it will bring to your social life. Morningside Heights can seem like an awfully big cold place sometimes. This feeling is greatly alleviated if there is some group of which you are really a part on a continuing basis. Real friendships develop when you work with a group of people over a period of time.



by Joy

Join Bulletin

A Club is a Club is a Club is a Club

by Robyn Grayson

While becoming acquainted with the Barnard community, one must not overlook the great variety of clubs and organizations on campus. There are some thirty-six clubs and activities registered with the College Activities Office (CAO) including: various publications, organizations devoted to sports, dance groups, political, ethnic and religious organizations, and clubs in one's major field of study. In other words, Barnard has something for almost everyone who desires to become involved.

If you find that your area of interest has been neglected, it is easy to start a valid organization by following a few guidelines set up by Undergrad, our student government. For more information, the offices of College Activities (209 McIntosh, x2096) and Undergrad (206 McIntosh, x2126) will be glad to assist you. Welcome to Barnard!

The following is a list of clubs and organizations registered at Barnard:

McIntosh Activities Council (McAc)—organizes dances, film showings, poetry readings, lectures and trips.

Women's Collective—coordinates women's political and social activities on the campus.

Barnard Folk Dance Club—organizes extra-curricular folk dance events.

Barnard Dance Ensemble—provides modern and ballet dancers with the chance to work in a group and perform.

Barnard Bartending Agency—holds classes in this fine art, and helps find participants jobs.

Columbia-Barnard History Majors Association.

Urban Studies Society.

Political Science Club.

Spanish Club—provides cultural exchange and conversation for Spanish speaking students.

Latin American Student Organization—gives guidance for Latin students and plans activities.

Sounds of China—members pursue interests in Chinese music and art.

Asian Youth Chamber—promotes activities and the understanding of Asian culture.

Pine Society—presents lectures, seminars and social functions for those interested in Asian culture.

Barnard-Columbia Young Socialist Alliance—educates campus community about the ideas of socialism.

Revolutionary Student Brigade—anti-imperialist group which organizes around the struggles of oppressed people.

Barnard Organization of Black Women—formed to unite Black women on the Barnard campus.

Black Pre-law Association.

Catholic Students Organization—coordinates social and educational activities on campus for the Catholic students.

Barnard Riding Club—provides an opportunity for students to master horseback riding skills.

Barnard Field Hockey Club—competes with other colleges.

Barnard Rowing Club—rows competitively.

Sailing Club.

Chess Club.

Pottery Co-op—has campus facilities where techniques are taught by experienced potters.

Access—provides the opportunity to master numerous crafts and skills.

Asian Women's Coalition.

Columbia Meditation Group

Orthodox Christian Fellowship (OCF).

Mortarboard—the Barnard yearbook.

Columbia Review—a university literary magazine.

Emanon—yearly journal of prose, poetry and artwork by Barnard students.

Barnard Bulletin—weekly school newspaper.

The Beacon—holds weekly Bible study.

Intercollegiate Sports Begin at BC

by Jean Anne Kiewel

This year the activities of Barnard sports teams and clubs will be coordinated and administered by two organizations, the Recreation and Athletic Association (RAA) and the Committee Intercollegiate Activities (CIA).

In the past all Barnard sports were supervised by the RAA and most competed on an intramural level. However, last year, interest in sports and in serious competition on an intercollegiate level increased. In the spring Barnard students voted to appropriate \$10,000 of their student activity fees to sponsor intercollegiate teams. The three teams selected to receive the money, the swimming,

basketball and volleyball teams, will use the money to hire coaches, buy equipment and provide transportation to and from the meets.

Other teams participate in intercollegiate sports and tournaments using their own funds. These include archery, bowling, crew, fencing, field hockey, tennis and sailing.

New this year are the bicycling, lacross and softball teams which will also be offering intramural and informal competition and participation.

All Barnard teams welcome interested participants. In fact, some teams are desperate for members, so do not be shy. Teams will post the dates of their organization meetings.

