

Barnard Bulletin

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Multiple Majors: An Experiment in Inconvenience?

by Sarah Gold

The widespread mood of self-evaluation on campuses around the country is leaving no facet of academic life unexamined. Longstanding tenets are being questioned, and tenure is one of the problems being tackled by many schools. Barnard, too, is looking for ways to solve the problems posed by tenure.

Remington Patterson, Dean of the Faculty, was contacted to explain the process of granting tenure as it operates at Barnard, following the guidelines set down by the American Association of University Professors (AAUP), a nation-wide faculty union.

The first of three steps begins in the spring of the candidate's fifth year of a term as assistant professor, with the department initiating a recommendation for tenure. The tenured members of the department consider the candidate's qualifications. If the decision is favorable, the next step is to recommend the candidate to the Committee on Appointments, Tenure and Promotion (ATP), a standing faculty committee. The committee consists of five faculty members elected by the faculty, one from each of the four major divisions and one member at large. The president of the college and the dean of the faculty complete the membership, with the president chairing the committee. The ATP committee considers the department's recommendations, taking into account the candidate's achievements in teaching, publication and service to the college. Additional letters and support are also considered.

This stage usually takes place in the fall of the candidate's sixth year, and if the recommendation is passed by the ATP committee, it is then passed on for consideration by a Columbia University ad hoc committee. This committee consists of five faculty members appointed by the University Executive Vice-President for Academic Affairs Theodore du Bary. For a Barnard candidate, two of the committee members are from the Barnard faculty, the other three from Columbia. No member may be from the candidate's department but may have interests in a related field.

If the ad hoc committee's decision is favorable and is accepted by the president of the university and the Boards of Trustees of Barnard and the University, the candidate begins his seventh year with tenure, at the rank of associate professor. However, the recommendation can be turned down at any one of the three steps, in which case the candidate must leave the school at the end of the seventh year. It is, according to Dean Patterson, "an up or out situation."

The Barnard-Columbia agreement presents an additional problem for Barnard faculty, in that "severance of the contractual relationship" will leave no obligation on the part of the university towards Barnard's tenured faculty regarding "financial support or any "tenure of title." What this means is that in the event of a merger, as proposed by Peter Pouncey, Dean of Columbia College, Barnard's faculty, tenured and non-tenured alike, will be left with no guarantees regarding employment by the university.

A second article concerning tenure will deal with the pros and cons of the present system and alternatives now being considered by the members of the Faculty Executive Committee, which has been dealing with the problem.

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Remington Patterson

Faculty Select New Members For Presidential Search Committee

by Lisa Lerman

Two out of five faculty members of the Presidential Search Committee were replaced last week as a result of a faculty vote. Mary Mothersill, head of the Philosophy Department, and Leonard Zabler, a Geography professor, were replaced by David Robertson from the English Department, and Brigitte Bradley, in German. The membership of Bernice Segal, Bernard Barber, and Ann Sheffield, was affirmed by the vote.

The five original members were appointed during the summer by the Faculty Executive Committee, subject to review in the fall. The faculty voted to have an election because, according to Mothersill, "A group of faculty thought that some of its interests were not adequately represented on the Search Committee." The initial selection was made without attention to representation from the four academic divisions of the college, Humanities, Social Sciences, Physical Sciences, and Languages. Zabler resigned from the committee at the time of the vote because he and Segal are both in Physical Sciences. Bradley occupies the formerly unrepresented language category.

The eighteen-member committee, is composed of trustees, administrators, faculty, and students. Trustee William Golden estimated that it has met approximately two dozen times, and has conducted between six and twelve interviews. Asked if he thought that changing the composition of the committee midstream would be disruptive of continuity, he said, "No, I don't think it will be, for these reasons. Three of the faculty are going to carry on, and we are really quite informal.

The committee has developed quite a good esprit de corps. I'm sure we will continue to consult the former members on occasion."

Mothersill has no regrets about giving up her position on the Search Committee. "I enjoyed working with them," she said, but emphasized that "It was a lot of work." She agrees with Golden that the altered membership will not disrupt the continuity of their work. Only one ninth of the group has been replaced. "It would have been bad if there had been a complete turnover."

Golden does not expect that the changed membership of the Search Committee will have any effect on their criteria for a new president. "There are no factions on this committee," he asserted. "We want to find the best president we can for Barnard in the shortest possible time."

The new faculty on the search committee are alleged to be more conservative than those who preceded them, that they represent those on the faculty who are opposed to increasing ties with Columbia, who are more interested in teaching than in scholarship, and who are not sympathetic to educational experimentation.

Golden, however, is optimistic about the ability of the committee to choose a president who will be acceptable to the entire college. He noted that "the tensions which existed in faculty and trustee relations have become noticeably better in recent months, and don't exist on the search committee. I don't think there will be any significant difference of opinion when we come to our conclusion."

Slate Named PR Director

Interim President LeRoy Breunig has announced the appointment of Sallie Slate as the new Director of Public Relations. Slate will be on campus this week and will join the administration on a permanent basis November 3.

A graduate of Sweet Briar College in Virginia, Slate has varied experience in public relations. She most recently served as the Associate Director of University Relations at Fordham University. In that position she was responsible for coordinating and implementing overall publicity programs for the University's Lincoln Center and Rose Hill campuses.

Before joining the Fordham administration Slate served as the Director of Public Information at Cooper Union College in New York. Her previous experiences also include working as the Administrative Assistant to the National Director of the Archives of American Art, the New York branch of the Smithsonian Institution. She was the Assistant to the President of the Don Cashman Company, a New York public relations agency, and held the position of Assistant Press Officer for the Commonwealth Arts Festival in London in 1965, and was Program Coordinator for ABC talk shows.

The new director has traveled extensively in Europe and the Middle East and has a knowledge of French, Spanish and Turkish.

She replaces Sarah Johnson, who had been at Barnard since 1967. She left Barnard during the summer to work in the Public Affairs Department at Exxon Corporation.

Ovens

(Continued from page 9)

how to light the oven. She turned it on and the gas got up in the oven. Then she turned it off. All of a sudden it exploded. The door flew open and it went BOOM." Blair added that despite the problems they had with lighting the stove, "It wasn't a mechanical thing."

Whether due to defective appliances or ignorance on the part of the students, hopefully greater precautions will be taken in the future.



Ann Sheffield



Exploding Ovens Cause Campus Dismay

by Beth Falk

Among Barnard students, 620 is one of the more popular dormitories. However, some students in this residence have been inconvenienced recently by malfunctioning gas ovens.

One suite in particular has had serious problems with their range which led to two separate explosions. Joan Richards, who lives in this suite, explained the first incident: "I turned on the gas, lit the match and leaned down to light the pilot, and the flame just caught and spread up." Richards received second degree burns on her hand, and first degree burns up to her elbow.

After the initial explosion the oven was examined and thought to be satisfactory.

The second explosion was more violent than the first. According to Richards, "The curtains fell off in the room, the side of the oven fell off and the two people in the kitchen were thrown against the sink."

There is considerable dispute as to the cause of the two explosions. Bret



Combs, Assistant Controller, who supervises maintenance in 620 stated, "The first time it went, I was told it was due to misuse." Combs felt that the second explosion must also be ascribed to misuse because, "we checked through all the suites at that time; it was not a faulty gas line."

Doris Coster, Dean of Students concurred saying, "the oven company confirmed that the original oven was not defective. There was a series of misunderstandings about how to

handle the stove."

The students insist that the two explosions were not due to misuse. Karen Kidwell, a suitemate of Richards asserted, "Con Ed told us the stove wasn't properly adjusted. It wasn't misused. They (Barnard administrators) have to say that because they were kind of in the wrong."

The suite's problem did not end after installation of the new range. Apparently the stove was clogged causing carbon to collect in the oven. After adjustment, there were no further problems.

Several other students in 620 have complained of trouble with their stoves. Explained Beryl Kaplan, "I wasn't home when the explosion happened. My suitemate didn't know you had to light the pilot. It singed her eyebrows and hair. I came home and there was a big hole in the window in the breakfast-room."

Janet Blair, who also lives in 620 relayed what happened in her suite: "One of our suitemates didn't know

(Continued on page 3)

Newsbriefs

Self-Defense

Nadia Telsey, self-defense instructor, will speak on sexual assault at the Women's Center Coffee Hour, Monday, October 20, at 4:15 in the Women's Center, 100 Barnard Hall. The Women's Center also sponsors, in conjunction with the Barnard Psychology Department, a talk by Carol Nagy Jacklin on her book, **The Psychology of Sex Differences**, Wednesday, October 15, at 4:00 in College Parlor.

Phi Beta Kappa

The following students have been elected Junior members of Phi Beta Kappa: Idida Abramovsky, Robine Dale Alexander, Terri Francine Apfelbaum, Harriet Olga Kotsoris, Marcia Ann Kupfer, May Fong Louie, Sondra Jane Pfeffer, Olivera Natalie, Julie Serdarevic, Ling Han Tan and Rocelle E. Stern. Also elected is Elaine Carol Weintroub Stone, Class of 1975. November 20, at 4:00 p.m. in the Deanery.

ERA

The Barnard Community for ERA is holding an organizational meeting in the Rec Room of McIntosh on Tuesday, October 14, at 4:00 p.m. All those interested in working on a campus campaign to gather support for the New York State ERA amendment which will be up for referendum in November are urged to come. If unable to attend but interested, contact: Gloria Greenstein (865-7126), Bettina Lande (x1083) or Jennifer Fox (749-4704).

Hendin to Lecture

Herbert Hendin, an internationally known expert on suicide, will be giving a lecture at Barnard on October 21. Hendin, a psychoanalyst and professor at Columbia, is the author of **Suicide and Scandinavia** and **Black Suicide**. His latest book is based on a sample of four hundred Barnard and Columbia students and examines American youth. The lecture will be in Minor Latham Playhouse from 9:10-10:25.

Mortarboard

Seniors who did not have their yearbook picture taken will have another opportunity to do so during the week of October 27. Delma Studios will be here for two or three days, probably the 27, 28 and or 29. Seniors may sign up for appointments outside the C.A.O. office starting Oct. 15.

LAB Panel

LESBIANISM: A PANEL, will be sponsored by L.A.B., October 15, 7:30 in College Parlor. Some of the topics the panel will explore are coming out, bisexuality, lesbianism at Barnard, lesbianism and feminism, lesbianism and gay men, and parents of lesbians. Open discussion and a question and answer period will follow.

Health Careers

The weekly meeting of Women in Health Care Careers is Monday, Oct. 13 at 5:00 p.m. in the Rec Room, McIntosh Center. This week we will try to organize and discuss study groups. Coffee and cookies.

Dorm Thefts Increase at Barnard

by Dana Delibovi

Recently, a number of students residing in Columbia dorms have been the victims of theft. These thefts raise questions as to the operation of campus security and its power to control crime at Barnard and Columbia.

One case which creates doubt as to the ability of Columbia security to function effectively is that of Livingston Hall resident Sandi Ingram. On Saturday night, Sept. 27, Ingram left her room a little before 11:00 p.m. to sharpen a pencil. She forgot to lock her door, and upon returning after stopping to talk with friends for an hour, discovered that her television, clock radio, leather coat and watch had been stolen.

The challenge presented to campus security by this case is not in the actual

theft, for Ingram's unlocked door provided accessibility to her property, but by the fact that the thief was able to escape from the building through a normally guarded door. This door, according to Ingram, was left unguarded that evening because the guard had been ordered by security to check a theft in Hudson Hall.

The explanation for the shift of the guard lies in the semi-flexible basis of operation of Columbia security. Though some members of the staff of eighty guards occupy fixed positions, many belong to the Columbia security "reserve force," which is re-positioned according to needs on campus.

According to head of Columbia security Gil Miller, this system is designed to give the greatest amount of protection possible with a limited security force, though, as in the case of Sandi Ingram, it can fail. Miller feels that the problem of dorm security is difficult to solve. Though placing a guard on each dorm floor would prevent theft, it is a method annoying to student residents and is financially impossible.

At Barnard, security operates with less flexibility than at Columbia. Guards here have regular posts during the evening hours in the BHR lobby, and on 116th Street, and at the Hewitt cafeteria entrance to the tunnel during dinner hours. In addition, there are roving patrols which cover the north and south ends of the Barnard campus 24 hours a day. Because of its small 15 member staff of guards, Barnard security relies on devices to protect the campus. Special electronic locks close building entrances in the evening and a closed circuit television system monitors the Hewitt entrance to the tunnel all day.

Even with all these protective measures at Columbia and Barnard, thefts do occur. Manpower limitations create difficulties in protecting dormitories, and these difficulties are compounded by the fact that students sometimes leave themselves open to theft. According to Mr. Ray Boylin, head of Barnard security, "99 per cent of thefts are a result of property being unguarded." This being the case, it is up to students to make sure that their belongings are always safe, which means that rooms must be locked when no one is in



Edgar Stiebel and Ray Boylin

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Foreign Student Center, 9:00 a.m.-12:00 noon; 3:30 p.m.-5:00 p.m.

Sign up in advance at the Recruiting Office, East Hall (Foreign Student Center)

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Tuesday, October 14

ZOOPRAXINOGRAPHOSCOPE presents
THE LONELINESS OF THE LONG DISTANCE RUNNER

7:00 & 9:00 p.m., \$1.00, Lehman Auditorium

Wednesday, October 15

Lecture Series and the Program on Urban Studies present
FRED FERRETTI

N.Y. Times City Hall Reporter

THE NY FISCAL CRISIS: Political and Economic Implications
4 p.m., at 323 Milbank Hall

Thursday, October 16

POETRY READING: David Shapiro and Peter Schjeldahl

Tuesday, 7:30 p.m., College Parlor, Barnard Hall, Broadway and 117th St., Admission \$1.00

Advisers Smooth The Way Through Bureaucracy

by Lisa Anderson

The Office of the Dean of Studies is alive and well and living in 105 Milbank! Although some frequent the Dean of Studies Office more than others, many Barnard women perceive it as a black box operation into which forms and documents are dropped to emerge later with signatures ensuring validation. During the rush hour of last minute program filing, this office may not appear to be the ideal of personalization. Unfortunately, much of student contact with advisers is during the early semester panic when everyone is pressed for time.

The formation of the academic adviser system embodied in the Dean of Studies Office is designed to create a minimum amount of confusion. Class advisers are assigned to students alphabetically. Freshmen have an academic adviser until the second

semester of their sophomore year, when a major adviser is chosen. During the senior year, a senior adviser is added to the student's resources. The Senior Adviser for this year is Professor Grace King.

Dean Barbara Schmitter, coordinator of the Dean of Studies Office, described Barnard advisers as a "hard working, well meaning, well informed group" taking individual interest in the varying needs of Barnard women. This group is regulated by Associate Dean Marjorie Dobkin in the absence of Dean Schmitter.

Advisers of more specific intentions are Pre-Professional Adviser Esther Rowland and Foreign Student Advisor Serge Gavronsky. These advisers do not replace class advisers but simply provide a more intimate approach to problems concerning the student. Administrative Intern Stephanie Cook

(also an adviser to the class of 1979), and adviser to sophomore transfer students, Katherine Wilcox, contribute to the completion of a system prepared to assist the diversified assortment of Barnard students.

Each adviser is bound to deal with his or her advisees differently, but emphasis on individuality seems to be a consistent quality. The Dean of Studies Office is a refuge for academic problems, yet many times academic solutions are not, in themselves, sufficient. Professor Sandra Stingle, the only full-time adviser at Barnard, is "very interested in working with young women and counselling them in any way." She feels that her advisees cannot be divided into "the student and the person."

Anya Luchow perceives herself as "an intermediary between faculty and students." Instead of approaching a

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student's academic troubles in an absolutely academic sense, she puts emphasis on "trying to explore why they are not doing well in courses." This sense of individualization is an aspect of the Dean of Studies Office which distinguishes it from a purely academic service.

Professor Vilma Bornemann, an adviser of juniors, sophomores, and freshmen, is familiar with the variance in academic needs, depending upon the person. Bornemann hopes that she is "able to make students feel like individuals in a large university."

The functions of an adviser range from the orientation of freshmen requirements and personally satisfying courses to approving final courses prior to graduation for seniors. King expressed the potential of an adviser: "If I can smooth the way through some of the bureaucracy in the administrative red tape that sometimes confronts students, I can play a very useful role."

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Incites

by Jami Bernard

The library is all well and nice for studying, but the window, next to which any intelligent student will settle herself, provides distractions, and there is nothing to keep the student from whispering to friends or up and leaving. Luckily, there is one place at Barnard where students can go to really catch up on back reading.

The Dean of Studies Office has no distractions, as it is uninteresting-looking. There is no whispering, as the fear of God or probation is instilled into everyone who comes there. More importantly, there is no up and leaving. There is not the slightest question of missing an appointment; show me a student who misses her appointment with her advisor, and I'll show you a person who is about to be slapped with a late registration fee.

There is a lot more to program-signing than meets the eye. To get an advisor to see you is an all-day excursion comparable in time consumption to the best of the "Risk" marathons in the frats. It is required to



maintain a poker face while waiting, or at least a sort of sophisticated nonchalance, so that the advisor will not catch on to the interesting way you've scheduled two classes for the same time slot, and neglected by your senior year to have taken two semesters of phys. ed.

Your freshman advisor was chosen especially for you not through personality scoreboards, but alphabetically, which is the next best thing. She may not know anything about your intended major, but she does want to be your friend, and will discuss her marital problems with you at will. As a freshman, you may declare your major right and left, from the rooftops if need be, but you won't be given a major advisor for fear that your alphabetically-assigned advisor's feelings will be hurt.

Your advisor identifies strongly with you, and is pretty certain that you'll want to take the same courses she did when she was an undergraduate. It is also a sure bet that you will flunk out of courses that don't appeal to her. She has probably rexographed copies of her old college schedules from Sarah Lawrence to facilitate your choice of courses.

The Dean of Studies Office is one of the vital organs of the College, so take music lessons, kids.

Opinion: Curriculum Review Committee

by Sarah Gold

"Barnard College is a liberal arts school." This statement appears to be a platitude, but its ramifications are not obvious to everyone.

To say that a college is a liberal arts school is to say something about its philosophy and about the type of curriculum it offers. The goal of the Curriculum Review Committee was to clearly articulate Barnard's philosophy and decide how it could best be implemented through the curriculum.

The conclusion of the committee was that the aim of a liberal arts education is for students to develop skills in reasoning and communication, and, more importantly, a feeling for problems of the individual and society, an aesthetic sense, in short, a humanistic orientation which would affect their outlooks and their future lives.

From this goal stems a need for a certain type of curriculum; yes—one

involving requirements. But it was not the intention of the committee members to restrict our freedom through arbitrarily imposing requirements on us. On the contrary, the intent was to broaden us, to expose us to different ideas and values, to different ways of confronting the problems that human beings have faced for thousands of years and that we too shall face.

A college cannot be all things to all people. It must set goals with reasonable limits, goals which it has the capacity to achieve. It is because of this that there is a need for many kinds of institutions of higher learning, so that the diverse aspirations that people have can all find outlets in one school or another. However, no one school can satisfy everyone. Barnard does not offer business courses, though these are worthwhile. It does not offer courses in balancing check-books, though this is a necessary skill. Such courses are not in keeping with

the goals of a liberal arts education. There are other types of schools to offer such practical skills. And there are many valuable, even essential, things that people living in our complex society must know, but the liberal arts college cannot become merely a field for basic training in 20th century survival.

Certainly, there must be a meeting ground between society and academe. Those in the ivory tower cannot ignore the ramshackle huts which surround them. But they can try to gain new perspectives, new insights into the present human condition and even try to rise above it, to set their sights on a higher ideal, and then try to raise the others with them.

This is my understanding of what liberal arts education is all about. This is what I hope to gain at Barnard, and, I think, what the CRC would like us all to learn. If it is a somewhat romanticized view of college, well... maybe we can all use a small dose of romanticism.

Total Woman: A Question of Identity

by Janet Blair

One embarrassing problem in the short tradition of the women's movement has been that the women who most needed liberation were the least involved and the most averse to the whole idea. An unresolved question is what to do with the women for whom the movement was created—the uneducated, the poor and the housewives who, in Joyce Maynard's worn-out analogy, don't want to "leave the plantation." All this strikes home the fact that the organization of the movement is decidedly educated and upper- or middle-class.

Admittedly, it is difficult for any movement as broad as feminism to focus on what is most important. Gay women, under a double dose of oppression, know their focus; straight women are afraid of clouding the issues and driving away the woman who says, "Yes, I agree, but will people think I'm a lesbian?" Feminism, in some minds, is synonymous with lesbianism. One keeps searching for priorities as discussion splinters into

the question of who pays the check, day care centers, rape clinics, the question of monogamy, women's sports and Joan Little, ad infinitum.

The women who take the Total Woman course do not possess the independence, strength and assertion of those of our mothers and grandmothers who lived as feminists long before it was fashionable. The philosophy is that since these women cannot cope with "open marriage and bisexuality and vibrators"—certainly the essence of feminism—they must be given a dosage which looks like feminism but smells suspiciously of that rat, capitalism.

First of all, feminism, with its original Marxist connotations, is necessarily anti-marriage; all feminists, however, are not. The fact that the Total Women are married doesn't place them in a separate, hopeless category. Many feminists, obviously, are married. Marriage is not a disease cured by Total Womanhood.

Second, in no way can the Total Woman program be compared to consciousness-raising, or to feminism

in any shape. This program is totally in conflict with the goals and intentions of the women's movement. Feminism strives to give women a positive sense of self. Total Woman gives a woman—what? A sense of identity? Her self-image originates in her husband's self-image. Independence, autonomy? Obviously not. If these women feel a sense of the female community, what do they share? They share only their duty to their husbands and all the nuances of the brainwashing they are receiving from Total Woman.

It's a question of a woman knowing herself, of identity. It's easy to forget the millions of women who haven't been willing to—or haven't known how to—take that first step. Maynard quotes one woman: "But I want to do something. I don't know what. Someday I wish I could travel." Another, even with all this pro-little woman conditioning, says, "Still, if I were doing it all over again, I wouldn't get married so soon." They know, if only vaguely, that something is

(Continued on page 14)

Across

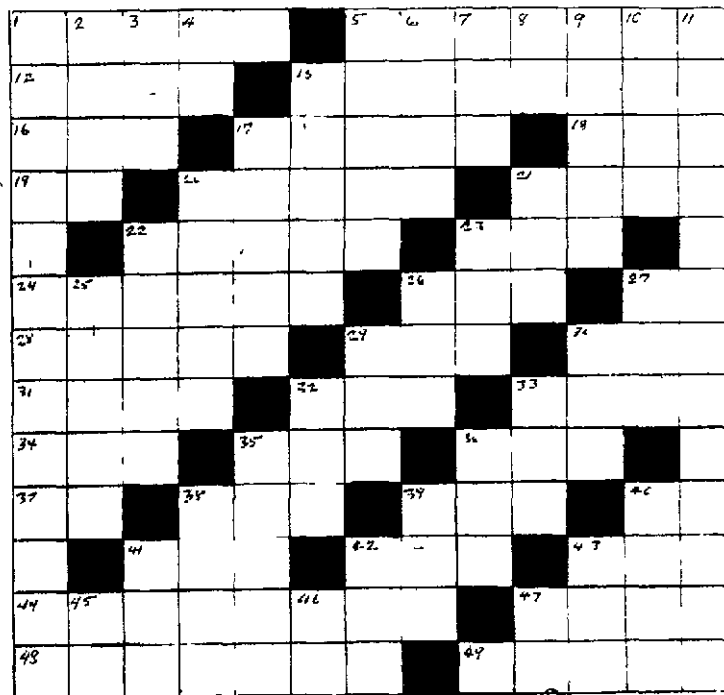
1. Object of contemplation
5. When rights go down and flags go up
12. Leprechaun locus
15. That's using your head
16. Anemic
17. Poor traveler
18. 31 degree road
19. A modern job
20. What poor folks eat
21. Questions
22. Mice lay them; men too
23. German ego
24. What an autistic child can't do
26. Nevertheless
27. How the Nazis voted for Hitler
28. What weight watchers take in
29. Bovine chewing gum
30. Put down
31. Famous canal
32. Code letters for Jesus
33. Territory
34. The female principle
35. Before
36. What people drop in quiet meetings
37. That is
38. What some paintings are
39. Life-saving test for women
40. "A poem should not mean but
41. The country that ranks 11th in infant mortality
42. Old time teaching tool
43. Prime energy source
44. Ophelia's hometown
47. Early proponent of natural childbirth

48. What the one-legged tennis player wears

49. Generals, college presidents, etc.

Down

1. People who cross the George Washington Bridge to New York
2. Fossil fuel feuder
3. Rouge out blanc
4. Half an em
5. Gets you away from no. 17d
6. Lethal or loving
7. Ford's team (abbr.)
8. Keats died of it
9. What Bernadette Devlin is
10. Truck
11. Paradise
15. Neck stretch
17. Milk conduits
20. Usually put on the other fellow
21. Play
22. What Spanish rain stays in
23. It helps women space children
25. Hallowe'en atmosphere
26. What you have to do to de-segregate schools in a segregated society
27. Mason's triumph
29. Revolutionary hero
30. Punish talk
32. Underground speedway
33. Not accepted in Cuba
35. Eulenspiegel activity
36. Dwelling
38. Where most people of the world live
39. Raven relater



See Solution on page 12

- | | |
|--|--|
| 40. Famous Columbia Anthro-
pologist | 45. R.R. line serving Ky. and
Tenn. |
| 41. Employ | 46. Old English |
| 42. What kids are supposed to
learn in school | 47. Disappearing mode of trans-
portation |
| 43. Dead, Black, or Red | |

Major Programs: Options at Barnard

by Margaret O'Connell

Right now, there are four kinds of majors available at Barnard: single majors, special majors, and double and combined majors.

The vast majority of students are single majors. But even they are not always as focused on one department as they used to be. Interdepartmental major programs such as Foreign Area Studies, Urban Studies, and the Program in the Arts are also included in this category. The main characteristic of single majors is that they are formally established and have basic requirements already determined by the department or departments involved.

Special majors are at the opposite end of the spectrum. They are the rarest majors, averaging two or three students per graduating class. Each special major, with her advisor, devises a program derived from several departments to reflect the student's individual interest. Special majors are quite specialized and involve unusual combinations of subjects, such as History of Science. However, many of the interdepartmental single majors, such as Ancient Studies, Medieval and Renaissance Studies, and even Linguistics, started out as special majors. They acquired regular status as general interest in them increased.

A student interested in becoming a special major must find a faculty sponsor. She must petition the Committee on Programs and Academic Standing, providing information about the rationale behind her proposed major, the courses she plans to include in it. She must give evidence of her ability to fulfill the goals she sets for herself.

The other types of majors are double and combined majors. Both are geared toward satisfying the student with strong interests in two fields.

Double majors are literally single majors doubled. A double major must fulfill all the requirements of both her departments. None of the required courses in either field are omitted, and a separate senior essay, project, or comprehensive exam must be

prepared for each of the two departments.

A double major is also expected to complete the basic and general requirements. This means that none of her six distribution courses can come from either of the major departments, which sometimes causes problems. Paula Gramas '76, a Biology and Political Science major, said that she would have been through with her distribution requirements by the end of sophomore year if she hadn't been a double major. Although a double major is unquestionably "a lot of work," Gramas found that it "sounds worse than it is." She took a total of seventeen courses between her two departments, not counting labs, and said that her worst problem was caused by her being pre-med. "I had to take chemistry and calculus, which I wouldn't have bothered to take



Dean Barbara Schmitter

otherwise." She chose a double major because she liked PoliSci, wanted Biology for medical school, and couldn't choose between the two. Her interest in Political Science was so strong that she decided that even if she became a Biology major, she would probably take almost as many PoliSci courses on the side as if she were an official double major.

A combined major also involves two fields, but has fewer requirements. A combined major works out a compromise between her two departments in which each waives some of its course requirements. Usually a combined major takes at least five courses in each field, which adds up to a minimum of ten required courses.

For some people with two strong interests, a combined major is the only feasible answer. Diane Degermier '76, a French/German major, felt that she "couldn't have fitted in" all the courses required for a double major in four years, although she definitely wanted to study two foreign languages. Beth Falk '76, an English/History major, found herself constantly seeing so many parallels between her two fields that they seemed almost inextricably intertwined.

A combined major must do a senior essay or project combining aspects of both disciplines. The senior essay is usually done through a regular senior seminar in one or the other of the student's major departments.

Although each combined major submits her senior essay to both departments, the involvement of each department in the actual writing of the essay varies. Sometimes a combined major is able to find a faculty advisor who is a specialist in an area of overlap of the two fields. Dean of Studies Barbara Schmitter mentioned the case of a Political Science/Economics major who did her senior essay through the Political Science senior seminar under the guidance of a professor whose specialty was political economics. In another case, a French/Religion major wrote her senior essay on French religious literature in consultation with an advisor from the French department who specialized in a period of French literature characterized by religious

themes.

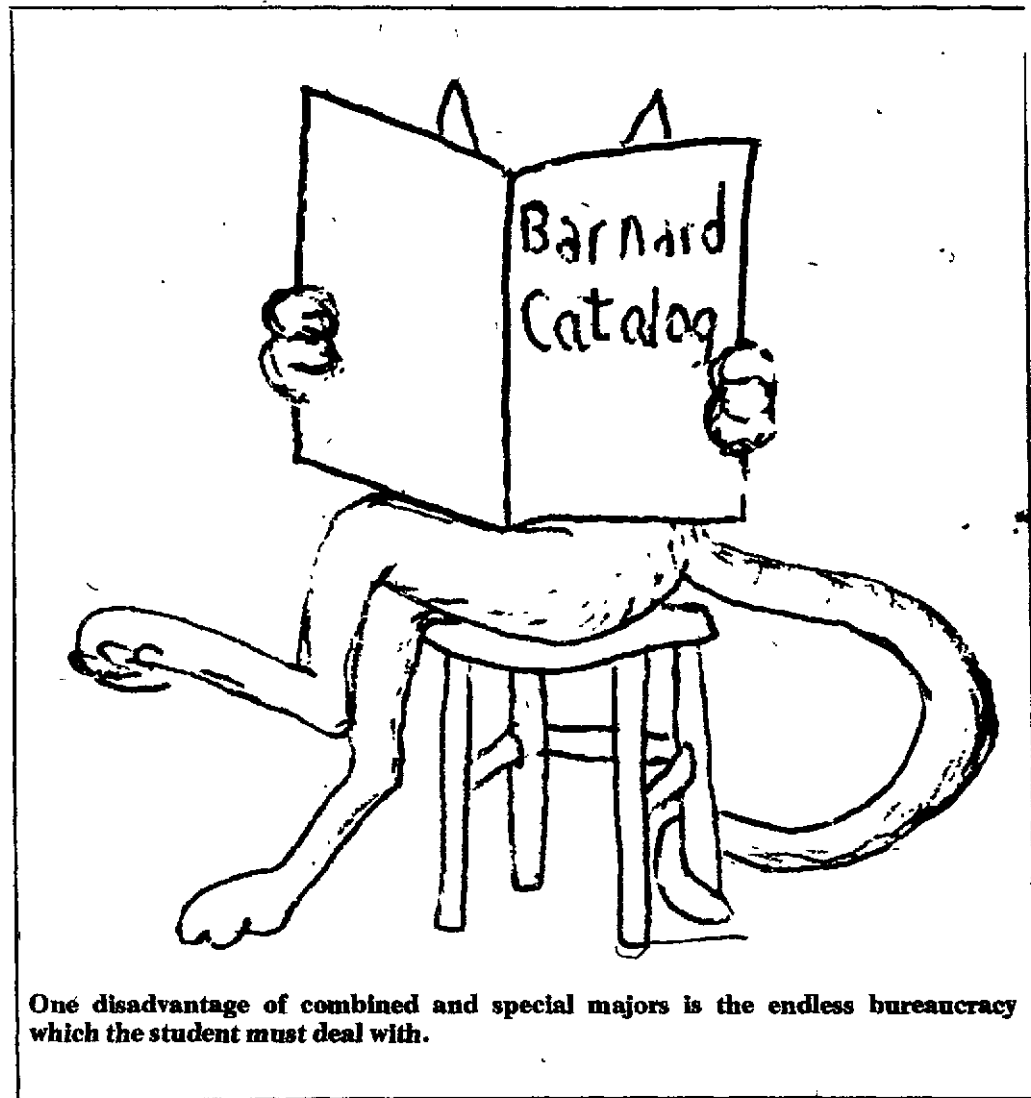
Neither of the combined majors interviewed found a specialist to advise her on both aspects of her senior essay. Beth Falk is taking the senior tutorials for her essay on "The Role of Nannies and Governesses in 19th Century England" through the History department, with a History professor as her main advisor and her English department advisor as second reader. Diane Degermier plans to write her senior thesis on "The Differences and Similarities Between the French and German Versions of Parsifal." She will do the essay through the French department, with her German advisor acting as second reader.

One disadvantage of combined majors and special majors is the endless bureaucracy which the student must deal with. (There is a similar problem with special majors). Dean Schmitter emphasized that, "Most people do get approval. There's not as much red tape as people think." But some combined and special majors have had difficulties with the Committee on Programs and Academic Standing.

Nina Fleischman '76, now a Religion major, decided to go back to being a single major because of an administrative foul-up over her senior project. She had been planning to spend the fall semester at Reid Hall in Paris, working on an Art History/Religion senior project on the religious and philosophical background of the Chartres school of Gothic architecture. The administration informed her that it was doubtful whether any of the work taken at Reid Hall could be counted toward the general requirements. She then decided to stay in New York and write her senior essay in the Religion department. "I still think the idea of a combined major is good" she said. "It just didn't work for me because of the Barnard bureaucracy."

Beth Falk also had some trouble with red tape. Her initial petition for a combined major was deferred on the grounds of insufficient information. After she had resubmitted it at the beginning of junior year, she heard nothing more until her next batch of official forms arrived with "English/History" already stamped in the spaces marked "Major."

Declaring a double major is much simpler. A double major just finds an advisor in each of her departments and files a card with each one. It is the



same procedure single majors follow, except that a double major does it twice.

Distribution requirements, however, may be less of a problem for combined majors than they are for double majors. Combined majors have more time left over from major requirements than double majors. They can more easily fit in six required non-major courses. The Committee occasionally permits combined majors to substitute "extra" courses in one of their chosen fields (i.e., courses over and above the number needed to fulfill the major requirements in that department) for one or more of the six required distribution courses. This is more the exception than the rule. According to Dean Schmitter, the Committee views attempts to fulfill requirements this way as "trying to get the best of both worlds," and doesn't feel it's fair to grant such petitions.

Because of these disadvantages the number of double and combined majors in each graduating class is surprisingly low. In the class of 1973,

there were six double majors and five combined majors; in the class of '74, fourteen double and five combined majors; and in the class of '75, eleven and three respectively. Some students who have declared such majors find the work too difficult after a semester or two and change back to single majors. But those who stick with it feel that the problems of plural majors are more than outweighed by the pleasures of becoming involved in both of the fields that interest them most.

There is a fifth major option now under consideration by the Curriculum Review Committee—a regular single major with an optional minor. This would provide another way for students to satisfy nearly equal interests in two areas and might even be preferred by some people who choose combined majors under the present system.

Burmese Dance Emphasizes Rhythm, Elegance and Line

by Elena J. Leon

It is hard to believe that until now the dancers and musicians of Burma have never set foot outside their country to perform for audiences all over the world. To untrained Western eyes and ears, all the dance and music of the Far East falls into the same dim category. It is true that most of the Sino-Tibetan peoples are influenced by the widespread practice of Hinduism and Buddhism that radiated from the Indus valley and infiltrated all the surrounding areas more than a thousand years ago. But the Burmese, like each of the other peoples that received the rich traditions of India, evolved a national style different from all other dance of similar origins.

The classical style of Burma has its basis in 101 steps or exercises for women and as many, though simpler, for men. The performance on October 2 opened with a demonstration of the usual sequence of exercises done by the eight members of the troupe. One could immediately see that the emphasis is on rhythm, elegant transitions, and continuity of line, rather than the strict positioned stylization of the Indian dance. Facial expression is soft and naturalistic, and hands do not tell a story, as in other South Asian dance, but are simply a graceful completion of the line of the positions that the dancers go through.

Costumed in the classical Oriental way—in silks glittering with jewels and gold, fantastic masks to represent the mythical figures of Rama and his daemon adversaries, and crowned with spires reflecting the many pagodas in this land of ten thousand temples—the dances nevertheless retain a vital and contemporary aliveness, for all their centuries of traditionality, which astonished and delighted the Martha Graham dance troupe that visited Burma last year. Graham was so enthusiastic about the Burmese dance that she has arranged a reception for the dancers during their visit as well as a special series of classes in Burmese technique taught by the touring troupe.

The names of the movements, "peacock tail hand behind," "puppet

moves quickly," "seagull flies with spread wings," and "flower wreath," belie the difficulty of coordination and subtlety that the Burmese technique requires. It takes four years of rigorous training for a dancer to be ready to undertake any choreographed dance. Since the dances evolved from religious and official ceremonies, great care is taken to retain the accuracy of form and decorum in these dances so as not to offend the nat spirits, the deities of an ancient religion involving ancestor-worship in the form of animal spirits.

The single most exquisite portrayal was of an enchanted deer, by a female dancer, whose movements not only followed but expressed those of a graceful deer moving through the forest, fleeing a hunter's bow.

Burma, which is located north of Cambodia, and northeast of Thailand, is sometimes called the "Happy Land." This is because it is the one South Asian country that grows more rice than it needs to feed its people. This is reflected in the serenity and romanticism of its music and dance. Nowhere in the world is there an orchestra like the Burmese saing, in which the melody is carried by the drums, nor dancers who manipulate white tubular trains sewn to the hems of their long tight skirts, snaking and billowing to the movements of their feet.

The major portion of the program consisted of four scenes from the traditional Hindu epic, the *Ramayana*, which permeates the literature, art, and theater of vast stretches of Southern Asia where Indian culture has taken root. The long, involved tale is about the noble prince Rama and his wife Sita, and includes many scenes of battle, tragedy, and moral instruction. Only in Burma, however, are the soft and romantic episodes emphasized over the war-like sequences.

Yet, in spite of the all-pervading Hindu and Buddhist traditions, there is a strong strain of uniquely Burmese animalistic nat-worship. Within the program was a performance by a nat-votress, who traditionally opens every program with an invocation to the nat spirits to make the performance a good one.

Crossword Puzzle Solution

N	A	V	E	L	W	A	R	T	I	M	E
E	R	I	N	C	E	R	E	B	R	A	L
W	A	N	T	R	A	M	P	I	C	Y	
J	B	B	E	A	N	S	A	S	K	S	
E	P	L	A	N	S	I	C	H	I		
R	E	L	A	T	E	B	U	T	J	A	
S	E	A	M	S	C	U	D	P	A	N	
E	R	I	E	I	H	S	T	U	R	F	
Y	I	N	P	R	E	P	I	N	I		
I	E	A	R	T	P	A	P	B	E		
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E	L	S	I	N	O	R	E	R	E	A	D
S	N	E	A	K	E	R	B	R	A	S	S

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The Joffrey Ballet: Alive and Well

by Patricia A. Sterling

The City Center Joffrey Ballet is alive and well, performing in what appears to be excellent condition downtown at 55th Street. One only wishes the same could be said of the theatre itself, which continues to be annoyingly inadequate for viewing any theatrical event, much less the ballet.

Opening night's program consisted of **Viva Vivaldi!** by the company's associate director Gerald Arpino, a revival of **Offenbach in the Underworld** by Antony Tudor and Twyla Tharp's **Deuce Coupe II**.

The best that may be said for **Viva Vivaldi!**—set to Vivaldi's Concerto in D Major for violin, strings and cembalo—is that it was nicely danced. It is a classical piece albeit slightly hammy with a Spanish or Latin flair throughout. The choreography, though quite lyrical, is nothing special. The most appealing of the ballet's four movements was the third, a pas de deux for Denise Jackson and Kevin McKenzie. Also noteworthy was Anne Marie DeAngelo, who led the allegro fourth movement. Her strong technique and brash style were most appropriate here and closed the ballet on a definite up note.

Offenbach in the Underworld is a one act ballet originally done by Tudor in 1955 for the National Ballet of Canada and revived this season for the Joffrey. The program synopsis describes it as taking place in the 1870's in a fashionable cafe of international reputation, where "at an hour when others go to sleep, visiting celebrities and all sorts of characters come to see, to be seen and to be amused."

The ballet begins with a child, or one of those who is asleep during the hours when the cafe is thriving. We are then introduced to those who frequent the cafe and to a typical evening there; a debutante and her friends arrive to dance innocently and cautiously about the room, the "Local Ladies" do a decadent can-can, with the local "Young Men" ogling and swirling in and around them. The notables of the evening who at one point dance a charming sextet together are the Operetta Star, His Imperial Excellency, the Queen of the Carriage Trade, a Young Officer, a Painter and the Debutante. Francesca Corkle as the Operetta Star was the true



Gary Chryst, of the Joffrey Ballet, in "Trinity."

highlight of the ballet. She danced superbly and handled the coquetry and subtle comic gestures Tudor created for the role with utter aplomb.

Offenbach in the Underworld is an atypical Tudor ballet and yet there are moments characteristic of Tudor's individual dramatic and choreographic nuances. The ballet is well staged, the costumes and the set are very attractive, and on the whole it looks good, even if it is not choreographically great. It is a very Joffrey-like piece and the company knows how to handle it.

Opening night's **Deuce Coupe II** seemed a slightly revised version from the one I saw last winter, which may or may not have been why I liked it so much more. Twyla Tharp (a Barnard graduate) has a mind that has been likened to that of an IBM computer, and to see this ballet one understands why. Her use of the Beach Boys' music and the enormous and original variety of movements she evokes from the dancers combine to create a piece that is engaging and fascinating. Tharp has an endless, not to mention highly

complex movement vocabulary from which to draw. At different times during the piece there is a girl in white leotard and toe shoes executing a series of classical ballet movements while surrounded by dancers in red satin pants and bright orange halter dresses doing anything from a frenzied boogaloo to jazzy extensions and isolations. The vast range of patterns and shapes the dancers make results in a wide range of mood and feeling in **Deuce Coupe II**.

There is comedy, warmth and wit emanating from the visual feast on stage. It is a real credit to the Joffrey, who are all classically trained ballet dancers, that they have mastered Twyla's difficult style often so totally foreign to ballet. Among the most successful in this are Rebecca Wright, Beatrice Rodriguez and Gary Chryst.

The Joffrey will be performing at City Center through November 2 and is featuring two world premieres by Gerald Arpino and company member Christian Holder making his choreographic debut. The company's new production of John Cranko's **Opus One** will premiere this season also.

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(Continued from page 9)

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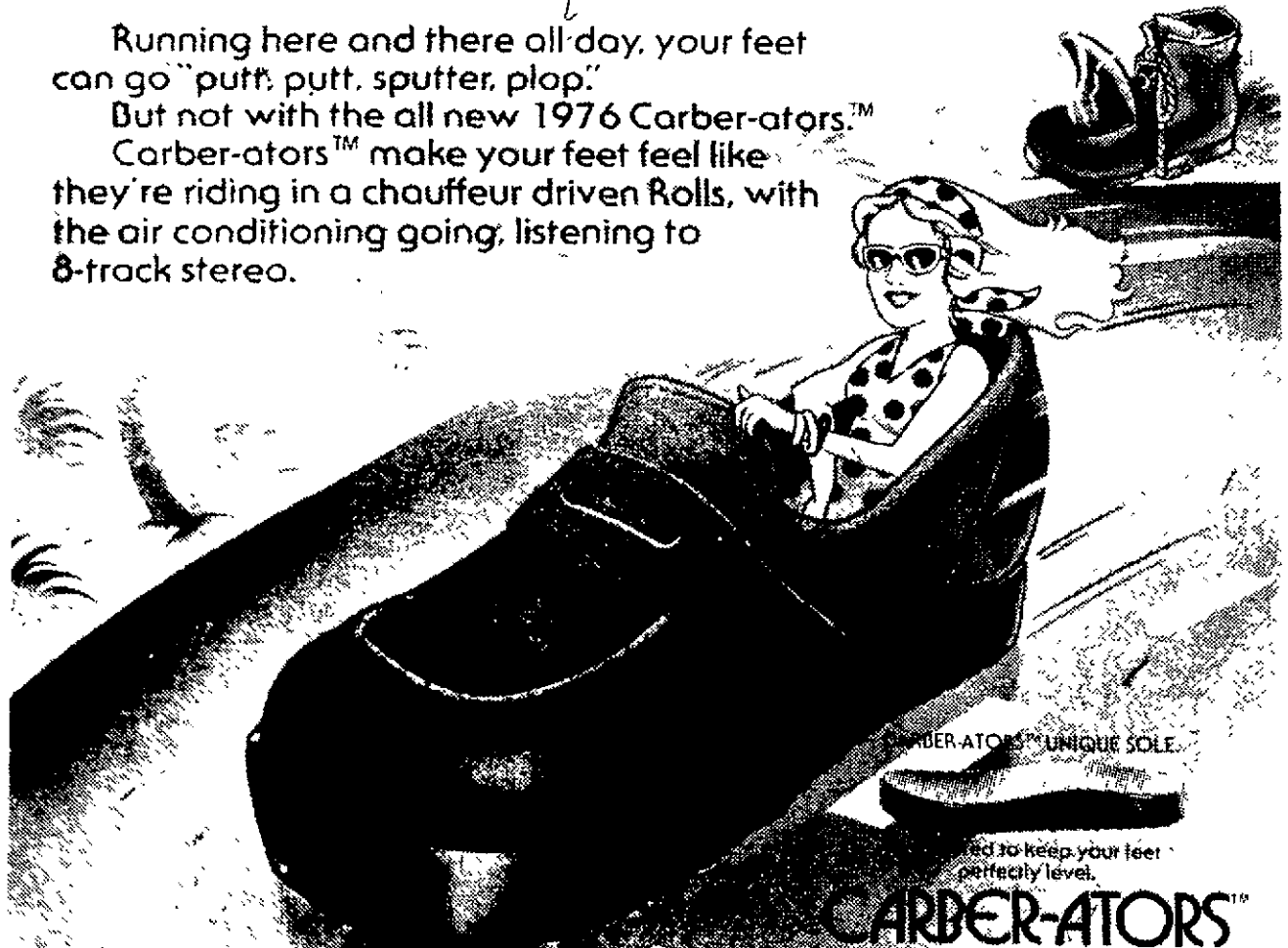
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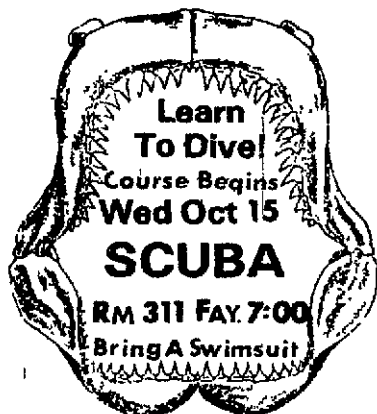
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Welty's Robber Bridegroom Provides "Unreflective Evening"



Patti LuPone and Kevin Kline in "The Robber Bridegroom."

by Lisa Lincoln

If you have some extra money you might want to see the **Robber Bridegroom**, running through October 18th, at the Harkness Theater, 62nd and Broadway. I enjoyed the excitement of a live play even though this particular play was not outstanding. The Harkness is the second oldest theater in New York City. People watchers will delight in the pageant of costumes displayed before the curtain rises. Interior decorators will note the Columbia color scheme, fuzzy blue walls with white and gilt sleigh bell mouldings. The proscenium arch is wreathed by an acrylic of modern mythological floating figures. Chandeliers and mirrors complete the renovated plushness. The theater is small, and all seats, even the cheapest, have a good view of the tilted stage.

The familiar story of the **Robber Bridegroom**, based on a novella by Eudora Welty, is spiced with some clever lines and unexpected ex-

clamations, but offers no other surprises. The stock characters in this musical comedy are the romantic bandit, the horny maiden, the indulgent father, the jealous, ugly stepmother and the not-too-evil villains, who take their punishments in good cheer. The charm of the play does not lie in the script or in the lyrics of the songs, complete with southern country twangs. The words are often unintelligible, but are repeated enough to be made out by the fourth refrain. The Young Acting Company, composed mostly of Julliard graduates, saved the play with their vigor, which enabled them to caper about and keep the audience's interest. The boards, barrels and backdrops of the set, a pioneer house-raising, were skillfully manipulated later by the square dancing cast for scene changes.

The play is recommended for an unreflective evening of light sarcasm, a spoof of a classic love story with the old just-desserts ending intact.

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Sports

Coming Events

Field Hockey

Wednesday, October 15, 4 p.m. . . . Brooklyn College in Flushing Meadow Park

Sailing

Saturday, October 18, Nevins Trophy Competition at Kings Point
Saturday and Sunday, October 18 and 19. . . . Frosh Elims at Maritime.

The Sailing Club holds beginning classroom instruction every Wednesday at 7:30 p.m. and racing tactics meetings every Wednesday at 8:30 p.m. Both classes meet in 702 Hamilton Hall. Water instruction is scheduled for Friday afternoons and Sunday mornings and afternoons.

Volleyball

Thursday, October 20, 6 p.m. . . . Baruch College, away.

Crew

October 18, Barnard varsity and junior varsity eights. Head of the Schuylkill Regata, Philadelphia, Pa.

Hockey Team Falls to Wagner



On Saturday, October 4, the Barnard field hockey team lost 0-5 to Wagner College. The team was not discouraged by the results. In fact, some players were excited after the game. "We played together as a team for the first time," the centerforward said happily after the game.

Barnard held its own until the last five minutes of the first half when Wagner forwards slipped past the Barnard halfback line to challenge the backfield which could not prevent a goal from being scored. During the second half, the Barnard defense became increasingly exhausted and had difficulty getting the ball up to the

fifty-yard line. Numerous obstruction fouls within the striking circle gave the Wagner team the advantage of six penalty corners. The second and fourth goals came after well-executed Wagner rushes. The third goal bounded off the side of the goal cage and was misjudged by the Barnard goalie. The fifth goal, unfortunately bounded off her foot.

Both teams improved considerably since they met last November. At that time, a poor Wagner team creamed Barnardites who did not even know how to play hockey, 0-6. "It really looked like a hockey game this time," the Wagner goalie said.

Gymnasts Struggle to Build Barnard Team

by Merle Myerson

In the past few years, Barnard and Columbia students have displayed an increasing interest in forming a gymnastics club. This year, despite many obstacles, students from both schools have joined efforts and organized a club consisting of former high school gymnasts and others who have shown an interest in the sport.

Practice times have been set up for the eighteen participants. Workouts are limited to tumbling and floor exercise because, as yet, mats are the only equipment available to the club. The absence of equipment is due to the club's lack of funds. This is the club's major problem. Financial assistance is being sought from Barnard and Columbia. Equipment is a large initial expense, but once it is purchased, additional funds will be needed only for a coach and possibly for traveling expenses. At the moment coaching is done by the more advanced gymnasts, who are teaching

beginners and helping each other.

Another problem confronting the club is an availability of practice space. A gymnasium is the only suitable setting for this sport; there must be adequate floor space as well as a high ceiling. The club is currently working out in the old wrestling room at Columbia. This room is small and the tumblers risk injury by hitting exposed pipes on the low ceiling. Hopefully the new gym will be available in the near future.

Help has come in varying degrees from both schools. Mrs. Edith Mason, Director of Physical Education at Barnard has been the most helpful. Officers of Barnard's Recreation and Athletic Association and also those of Undergrad have given much needed advice about starting a club and about acquiring funds. In the Columbia Physical Education offices, the prospect of a gymnastics club was greeted with facetious comments such as, "You want to get tumbling off the

ground?" Administrators did say, however, that because of past interest, money had been spent to clear out an area in the old gym for gymnastics. Their attitude seemed to be discouraging because of the financial situation which is making things difficult for major sports such as basketball and football, and even worse for less popular ones like gymnastics.

Any new club takes time to organize and will meet with financial problems, but the determination of those involved seems to guarantee that, in time, gymnastics will become firmly established in the Barnard and Columbia sports programs.

Practice is scheduled on Mondays, Wednesdays, and Fridays from 3:30 until 5:30 p.m., in the wrestling room off the track in Columbia's old gymnasium. New participants are welcome. For more information, contact Merle Myerson, McIntosh box 527.