

Barnard Bulletin

Volume LXXIX

November 10, 1975



**Rise in Rape Rate
Elicits Campus Action**

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Staff Meeting

There will be an important meeting for all **Bulletin** staff members and other interested students today, Monday, Nov. 10 in the office. Procedures for the November 17 editorial board election will be discussed and assignments will be made for the final two issues of **Bulletin**. Refreshments will be served.

by Felice Rosser

A primary source of pride to Barnard College is the fact that it is an "independent liberal arts college for women," and is concerned with the "changing role of women today." In a time when many women's colleges are assimilating into larger university structures, admitting men or closing their doors entirely, Barnard is vehemently insistent on retaining its own identity as a separate non-coeducational institution with aims geared toward the education of women.

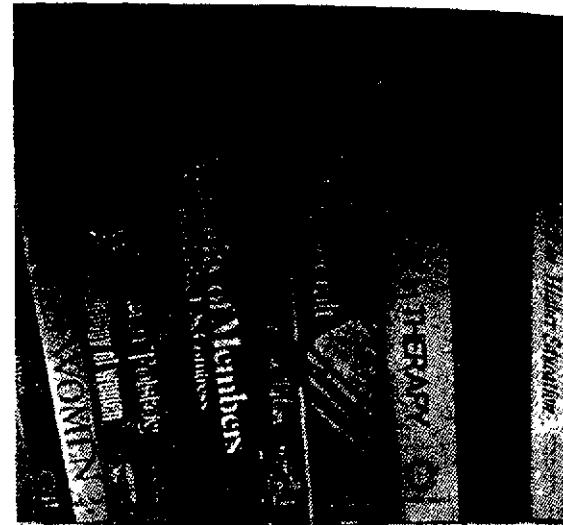
One must question this, however, for although Barnard states that "curricular offerings focusing on women are available in a number of departments," there is not a women's studies major here. Women's groups on campuses all over the country are demanding the institution of women's studies programs, attesting to their academic validity and personal interest to female students.

The key factor in the consideration of women's studies at Barnard must be the amount and level of student interest in such a program. A survey was taken of 20 Barnard students: five seniors, juniors, sophomores and freshmen, who were selected randomly from the various dorms and gathering places on the campus. These women were asked to discuss their ideas and feelings on women's studies at Barnard.

The majority of students questioned were not particularly interested in, nor did they have strong feelings about an academic women's studies program. Freshman Veronica Mallet seemed to summarize the attitude of the students interviewed, stating, "There should be women's studies if there is a demand, just like anything else. People should be able to take what they want, but I would not be interested."

Some students were also concerned about the academic validity of women's studies, with one serious senior wondering, "Does women's studies have any academic validity? Sure it's useful for people to be aware—Barnard should and does offer some courses—but women's studies is not in the interest of a school that wants to be, and is on a high academic level." Another senior added, "There are enough bullshit majors at Barnard already."

Most students seemed to be in-



terested in the establishment of women's studies solely from the viewpoint of academic freedom, but there was not much intense feeling on the establishment of such a program.

Leah Haygood, a sophomore, asserted, "Barnard is in a particularly good position to have a women's studies major, because it is a women's college with many female professors, but that alone is not sufficient. There must be clear student demand." Leslie Miller, a particularly flippant junior, thought, "It would be like Columbia having a men's studies major, which they sorely need."

Although this survey can in no way be considered conclusive, it does seem to manifest the feelings of a large portion of students. If women's studies were instituted, it would serve those interested, but many students do not intend to make an issue of the fact that it does not presently exist at Barnard.

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Nationwide Support for Women's Studies Increases

by Ellen Sheppard

Women's studies has become an important focus for a growing body of scholarly work. The real growth of women's studies as a part of college curricula began around 1970. Buttressed by the women's liberation movement of the 1960's, and having its way eased by the earlier demands for black and minority studies programs, women's studies courses grew from a handful in the late 1960's to over 4500 offered today across the country.

To account for this rapid growth, which has been unmatched by minority and ethnic studies, it is useful to look at several things which led up to it. The feminist movement focused on an effort to raise women's con-

News Analysis

sciousness of their second-class status in society. While the movement concentrated to a large extent on making women aware of the need for legal reforms and changes in the attitude toward and treatment of women by men, a natural outgrowth of this was an examination of the male bias in scholarly and intellectual work. To this end, women's studies were designed as compensatory measures, for example, to correct errors of omission (e.g. a course on nineteenth century women writers).

Women's studies is gaining ground. The question of whether it will survive until women have been accorded a status equal to men, or whether they will gradually be lost due to slim financial support and hostile administrative attitudes remains to be seen.

Those who formulated the first women's studies courses were faced with a number of decisions. The feminist movement had made women aware of inequities which had to be dealt with. A logical starting point was education. Obviously women would have to be educated to deal with the entrenched dominance of men. A number of options were open. One approach to correct inequality which would not disturb the existing structure would be to let women into programs which were once reserved only for men (e.g. architecture and engineering). Unfortunately this would open doors for only a handful of skilled women.

Another approach would be to

implement programs designed to raise consciousness about the psychology and sociology of sexual differentiation, both in western and non-western societies. This could promote understanding among both men and women about how society is organized.

A major problem faced by women's studies programs is the attainment of academic credibility. Getting courses of this kind into the academic structure requires a great deal of negotiation.

The question of whether women's studies should be a major is complicated. One problem inherent in the isolation of women's studies into a separate department or program is the creation of a "ghetto"—the institutionalization of a women's studies programs into a place to put women. Many educators believe it is possible, though, to create a unified program which could hold its own. The trend among existing programs seems to indicate that they in fact can.

There are three basic types of activities going on in women's studies. First, more is being learned about women and being brought to classrooms and published in scholarly

journals. Second, existing data is being reinterpreted from a feminist perspective. Third, feminist scholars are sharing their work with men and women students in the hope of changing behavior and attitudes.

The range of courses which is presently being taught is astonishing; it goes from courses based on a single discipline, e.g. history or psychology of women, to broad interdisciplinary approaches.

There is increasing support for feminist scholarly activities—the Ford Foundation has been supporting many doctoral dissertation fellowships and some faculty fellowships. The number of feminist newspapers and journals is also growing tremendously. The Barnard Women's Center has just been completed on a bibliography of women's work and women's studies. It contains almost 4,000 entries including both published research and works in progress.

In 1974 there were 2,964 teachers giving women's studies courses in colleges and universities across the country. It is hoped that the approach these courses take will eventually be integrated into all departments.

(Continued on page 4)

New Professor Mary Parlee Teaches Psychology of Women

by Ali Detlere

Mary Brown Parlee, professor of psychology, is a new appointee to the Barnard faculty. A scholar with broad teaching and research experience and a feminist orientation, Parlee is giving a course this fall entitled "Psychology of Women."

In 1965 Parlee graduated from Radcliffe with a B.A. in biology. She received a Ph.D. in general experimental psychology from M.I.T. with a minor in linguistics, and then began her teaching career at Wellesley. She remained at Wellesley for three years, teaching courses such as "Sex Differences in Behavior," and "Psychology of Language."

At the University of South Carolina, Parlee studied the effects of the menstrual cycle, pregnancy, childbirth and menopause on women, and conducted further research in social

psychology at Harvard last year.

Parlee, who considers herself a feminist, feels that her work and personal life are socially related. She correlates her career interests with her personal views and recognizes the social implications of psychology. The new professor also is interested in issues related to history, philosophy and sociology of psychology.

In her Introductory Psychology course Parlee presents contemporary theoretical controversies between psychologists to depict the flux of views in the field—not inconsistent with the nature of human behavior itself.

Parlee commutes to Boston, where her husband lives, on weekends. She is presently doing work in the department of psychosomatic medicine at Boston University, where she is studying the influence of beliefs on the adolescent female menstrual cycle.

Women's Studies

(Continued from page 3)

Barnard defines itself as an undergraduate women's college. It is an obvious place where the education should deal with the realities of sexual inequalities. How does Barnard fit into the national picture of the growth and development of women's studies programs?

Barnard is offering 12 courses this year dealing with women. A comparison of Barnard's offerings with other colleges across the country shows it to have a less varied and structured approach than many other schools. The statistics for 1974 are surprising to those who think that Barnard, because it is a women's

college, might have more extensive offerings.

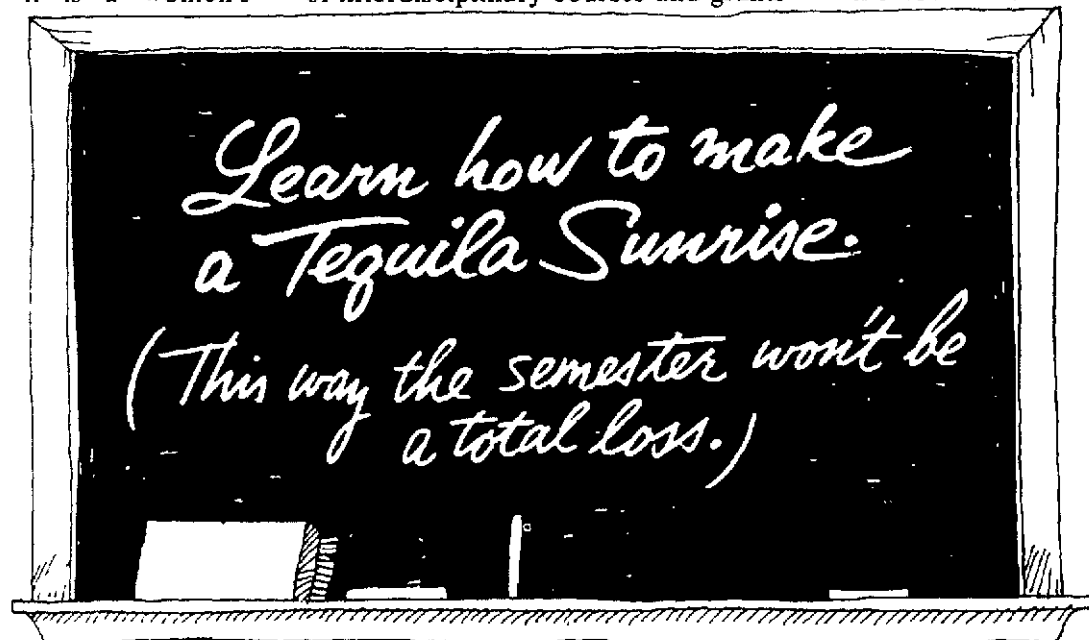
The number of women's studies programs in colleges and universities in the U.S. has grown from two to 112 since 1970. Of more than 2,000 colleges and universities in the U.S., 885 offered courses in women's studies in 1974. A B.A. was offered by more than 20 of them, five schools granted M.A.'s, and one, S.U.N.Y. at Binghamton, offered a PH.D. in women's history.

At Barnard, with the exception of one interdepartmental course (Determinants of Sexuality), all the courses offered are contained within individual departments.

Sarah Lawrence has a broad range of interdisciplinary courses and grants

both a B.A. and an M.A. in women's studies. A progress report from Sarah Lawrence on their program indicated that the interdisciplinary approach has broken down the isolation and fragmentation of study of which students complain.

There are very real needs to be met by women's studies programs. First, there is a need for building a systematic body of knowledge about women. Second, there is a need to build theories from data on women and sex differences. And lastly, women's studies courses and programs on campus serve to constantly spotlight women's interests in correcting imbalances in scholarly work and knowledge and injustices in the social realm.



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Two Poets to Give Reid Lecture at Barnard

June Jordan and Alice Walker, two eminent Black authors, will be on campus November 11-12 as part of the first Reid Lectureship, sponsored by the Women's Center.

On Tuesday, Nov. 11, the two authors will speak and read selections from their writings. The program will be held in Lehman Auditorium, Altshul Hall at 4:00 p.m. A wine and cheese reception will follow.

Walker and Jordan will lead a writing workshop Wednesday morning, Nov. 12, and will give an open reading of their poetry and stories that afternoon at 3:30 p.m. in the James Room.

Jordan, a journalist, poet and novelist has published many works including *Who Look at Me*, *Soulscript*, *New Days: Poems of Exile and Return* and *His Own Where* (selected by the *New York Times* as one of the Most Outstanding Books of 1971). She is presently an Assistant Professor of English at City College.

The other Reid lecturer, Alice Walker, has published numerous short stories, poems and novels. Walker was a Radcliffe Institute Fellow 1971-73 and received the Richard and Hinda Rosenthal Award of the National Institute of Arts and Letters from her collection of short stories *In Love and*



June Jordan

Trouble. Other published works include *Revolutionary Petunias and Other Poems* and *Langston Hughes, American Poet*.

The Women's Center Reid Lectureship was established in 1975 through a gift from the family of Helen Rogers Reid (B '03). The program is designed to bring distinguished women to Barnard campus, and to allow for both formal and informal meetings with students and faculty.



Alice Walker

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Newsbriefs

Winter Grants

Applications for the 1975 Winter Grants are now available and may be picked up either at the Undergrad office (206 McIntosh) or at C.A.O. You must sign up for an interview when you pick up your application. Interview sign-ups are on the Undergrad office door.

The deadline for applications is November 20. Grant recipients will be notified the week of December 1. Any questions? Stop by or call the Undergrad office and ask for Beryl.

Book Sale

On Wednesday, November 12, from 10 a.m. to 3 p.m., the Book-In Committee will hold a sale of books and records in the lower level of McIntosh. Many of the books are from

the accumulation of gifts sent to the library but not added to the collection. They range from fine old sets of literary classics to modern books on popular topics.

Monetary donations will also be accepted at the sale or by mail to: Barnard Fund Office, Milbank Hall, Barnard College, New York, New York 10027. Gifts are tax deductible. All proceeds benefit students of the fourth grade at P.S. 125. Any questions about this program can be answered by Karen Lazarus '76 (x1639) or by Mr. Palmer, College Librarian (x2147).

Tennis Try-outs

Tryouts for the Barnard tennis team for this spring will be held November 7 and 14 at 2:00 p.m. in the Barnard gym. All those interested must be present at both meetings.

Senior Pictures

Seniors: the deadline for submitting one's own picture to the yearbook is Monday, Nov. 17. Send pictures (5x7 black and white glossy only) to: Mortarboard, 105 McIntosh. Please attach name to the photograph.

After Barnard What

After Barnard, What? presents, **Advertising—What's In It for a Woman and How It Works with Marriage and Family.** There will be a presentation and discussion with the co-founders and directors of Trager-Rosen Advertising on November 13 at 3:30 p.m. in the College Parlor. The session is sponsored by the Office of Placement and Career planning, Pre-Professional Adviser and the Women's Center.

Major Major Major

by Elizabeth Horn

Barnard is not a small college, but just one arm of the octopus that is Columbia University. Barnard itself has many departmental, administrative and student appendages. How is a sucker like you going to arrive at an identity among the masses of bric-a-brac?

When you find yourself with a spare moment in which to socialize—in the elevators or waiting in line at the registrar's, for instance—what social skills do you have to fall back upon? Certainly not ambiguous qualities like personality or pre- or post-natal experience. Definitely not anything as cold and bitter as "parents in the \$45,000 income bracket."

All of these aspects, however, can unify into a reasonable, unthreatening whole: the major. By way of the major, you are able to organize the elements in both yourself and your acquaintances into unalloyed lumps. Once you have developed your methodology you will find yourself free of the questions that previously racked your inter-personal relationships. Your world will have definition. Although you may not know who you are, you will know what is about you. No kidding, even in New York City. See and believe.



When you first meet someone ask yourself whether the creature is tight or loose. These sorts of generalizations can lead you into resolving the initial question of arts vs. sciences. Fields which borrow liberally from both are most striking. Take the random, diffuse hair and clothing of the person whose eyes are intensely focused on some seemingly empty piece of space ten feet from you while the two of you converse. You suspect that she has hairy legs and would don clean, white bermuda shorts with total aplomb. A helmet or a snow parka would mean

little to your subject, but comfortable, beat-up shoes are of consummate importance. Check off an anthropology major and move on.

That one was easy. It is harder for us all in these days of hard-line economic recession (depression? momentary downsurge? chronic inflation?). Without speculating on the moral issues involved, it may be said that many young men and women are pursuing an education that will make them a good deal of money. Therefore we may find hordes of ill-suited pre-laws and pre-meds.

Empirical evidence, if sought, will temporarily type the pre-med. Who talks about "orgo" in such despairing tones, who takes one and only one English course, who hangs over the coffee at breakfast, whose conversation is more obtuse at exam time than that of the practical, level-headed, obsessed pre-med?

The pre-law political science student/is easier to catch towards the end of junior year as she becomes more sure of possessing wisdom. She has had theory, fact, consistency, logic and abstracted guts drummed into her in a manner that would make Pavlov insane with jealousy.

Unfortunately, the picture must
(Continued on page 7)

Major Major Major

(Continued from page 6)

wane darker before it waxer brighter. We must liken the world at Barnard to that of a flower through all its seasons, yet the paradoxes remain. I speak here of the English major and, to some extent, of the history major. The distinction between the two lies in the cynicism of the former and the unworldliness of the latter. Both the history major and the English major are intense believers of relevance. This passion is exhibited much more in the English major, for she is the more verbal of the two.

The history major is a pondering

sort who has taken a vow of silence of the subject of history. She usually has an all-consuming extra-curricular activity. Because of the storm that brews within, the history major is potentially dangerous. Adolph, Emmaline and Alexander are family members to that individual, the passive, dreamy history major.

What is the field of the young woman who wears her hair away from her face, wears clothes that are reminiscent of sixth grade, who is timid and seems likely to possess an elaborate fantasy of some sort? This is the French major, a rare bird. Alone in her room with the doors locked, she walks about with a sheet wrapped around her and her cheeks sucked in

(no matter how high her cheekbones actually may be).

The author, a lazy, errant and unjustifiably bitter young lady who has found temporary refuge in the Program in the Arts, sincerely desires that any comments or additional insights in regard to this piece be well-salted and interdisciplinary in nature.

TO: ALL STUDENTS AND FACULTY:

On Monday, Nov. 10 at 4:00 p.m. we are holding a General meeting of the

Anthropological Society

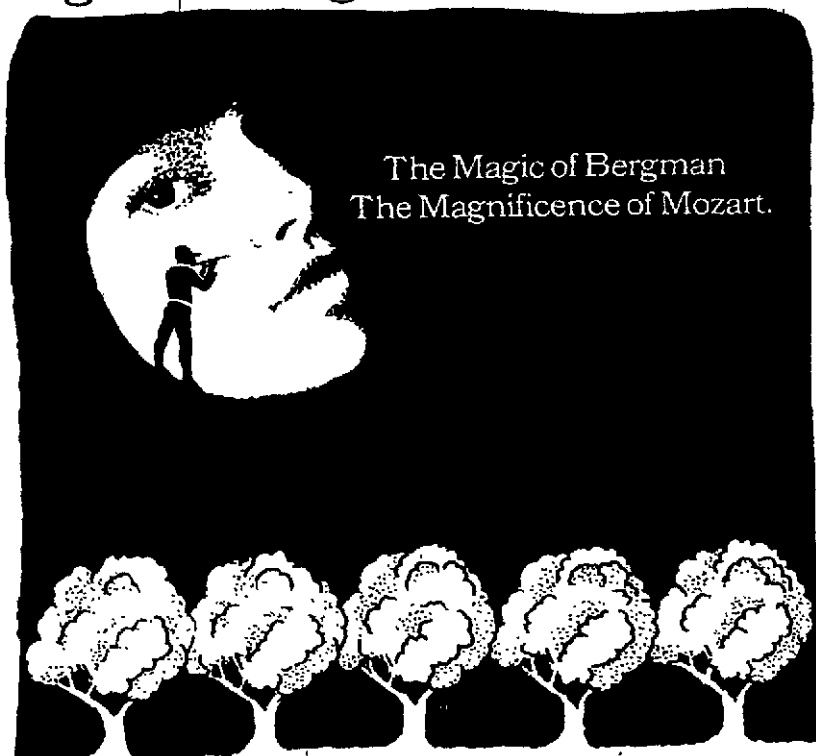
Agenda: Discussion of upcoming events (film series & lecture series); discussion of new ideas.

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An Allegory

In the early 1600's when Galileo went to college, it was not fashionable to study astronomy. The young student was fascinated by the field and desired to center his school years around the study of the universe. To understand the nature of the planets and stars seemed to him a challenging prospect. He was certain that with enough time, energy and money he might make discoveries which would illuminate scientific methodology. Although his school refused to acknowledge the validity of this study, Galileo spent much time discussing his ideas and experiments with other students. They would sit by the fountain in the town square heatedly debating the latest theories and ruminating on the impact of the new science on society.

The university which Galileo attended had no department of astronomy; the planetarium in the main classroom building was virtually unused. Although a number of professors were well-versed in the theories of Copernicus, they did not teach them to their students. "It is only a fad," was the usual reaction to a question on the subject. Departments of astronomy had recently been established in other Italian schools. Galileo had chosen this one because of its resident experts; upon arrival he had discovered that they taught courses in geography and biology. So he took their courses, hoping they might sometime throw in a critique of Ptolemy.

One day Galileo went to the Dean of Studies Office to discuss his proposal for the creation of an astronomy department. He was given audience by the Dean, and the following dialogue ensued.

"The interest in the stars is astronomical," mused Galileo, "and the resources for the study thereof are plentiful. Why then are these studies so sadly neglected?"

"My dear boy, you are starstruck," snorted the Dean. "Your proposition is absurd in philosophy and formally heretical, because expressly contrary to the Holy Scripture."

"But sir, the students clamor for a re-examination of the traditional truths. The faculty is fascinated by the fresh perspective, and other schools give credence to telescopic vision. Why do we remain in the dark?"

"An astronomical studies program would be preposterous! Our reputation is at stake! Why should we focus on such transitory interests as astrology?"

"It's not astrology, it's astronomy!" sputtered Galileo.

"I have no more time to spend on this trivia!" thundered the Dean. "I have here a study which documents the unpopularity of your sophomoric demands. It says here that only 10.7 percent of the student body desire to participate in such lunacy."

"That means nothing!" exploded Galileo. "Only 2 percent are members of the classics program, only 5 percent in mathematics. Yet they study to their heart's content."

Exasperated by the persuasive arguments of the young genius, the Dean harangued, "Out of my sight, you snivelling little worm!"

Undaunted by the Dean's diatribes, Galileo terminated the interview. "You are blind to the inevitable flow of events. I will be back. You'll see."

—Lisa Lerman and Beth Falk

Incisions

by Jami Bernard

A tea will be held shortly to honor the instigators of the BHR room check.

The room check, a BHR tradition since the days of the Beau Parlors, is one of the most venerated and looked forward to events of the semester. Students thus have a chance to get together on Room Check Eve for a night of Schlitz and pulling pictures off the walls. This year, enthusiastic residents charged admission to the festivities, the proceeds going to a sand-paper fund.

A *Bulletin* reporter who happened to have a stake in the outcome of the room check commented dolefully, "We handed out tickets at the door and later had a drawing. It went about as well as the room drawing." Here she burst into tears, probably of glee, and fell to her tape-marked walls with a fierce visage and a jug of lighter fluid.

Prizes were given out for the best method with which to combat the stickiness which seems to afflict many walls in BHR. "I'm really glad they check the rooms for tape marks," commented the highly respected reporter. "No other college in the country does it. Not even in the Columbia dorms. I like being different."

At the forthcoming tea, the inspectors will be presented with a bronzed container of Baby Powder to remind them of how some students got away with it all. "Scotch will be served," chuckled the reporter, as if she had something up her sleeve. "Magic Scotch," she repeated, and rolled on the floor in a semblance of mirth.

Another function of the room check is to make sure all furniture is intact and tastefully arranged. Although some people had removed articles of furniture from their rooms and hid them cleverly at the end of the hall, they narrowly escaped fines through the use of subtlety, wit and the reinstatement of the furniture.

"There is a highly complex system of reasoning behind the furniture rule," admitted Nicole Bronson, check-out girl of BHR. "First we tell the kids it's bad for their health to have furniture missing. Then, if they don't swallow that, we say it's bad for the furniture to be out of its natural environment. Then we try the old fire hazard routine, and if all else fails, we say furniture in, the hall is unaesthetic."

(Continued on page 15)

Austen's 'Sanditon': A Publishing Oddity

by Margaret O'Connell

Sanditon, by Jane Austen and Another Lady, is a publishing oddity—a fragment of a novel begun by Jane Austen shortly before her death in 1817 and completed more than 150 years later by an anonymous admirer.

Its heroine, Charlotte Heywood, a practical, level-headed girl much in the mold of those famous Austen heroines, Elinor Dashwood and Elizabeth Bennet, comes to Sanditon, a budding beach resort being enthusiastically promoted by Mr. Parker, Charlotte's host. Once in Sanditon, Charlotte soon becomes involved with the plans and problems of the Parkers, including various brothers and sisters of Mr. Parker who descend on Sanditon at a moment's notice to take in the sea air and promote various schemes of their own, with varying degrees of success. She is also intrigued by the romantic undercurrents running through the sedate social life of Sanditon, most of whose visitors and inhabitants seem bent on an entertaining holiday flirtation.

The first few chapters of the book—those written by Jane Austen herself—are certainly not in a class with such masterpieces as **Sense and Sensibility**, **Pride and Prejudice**, and **Emma**, but they bear deliciously unmistakable traces of Austen's typically ironic, often barbed, wit. Mr. Parker, overturned in his carriage while en route to Sanditon from London, is so busy extolling the virtues of his pet beach resort to his rescuers that it is all they can do to persuade him to sit down and have his sprained ankle attended to.

Sir Edward Denham, a pompously gallant local nobleman who has "read more sentimental novels than agreed with him," sees himself as a dashing Don Juan and has carefully selected a beautiful, but poverty-stricken, lady's companion to seduce in order to publicly establish himself in this role. If the lady in question does not yield to his advances willingly, why then, he must carry her off by force, like the masterful hero/villain of one of his favorite novels.

"Already had he had many musings on the subject. If he were constrained so to act, he must naturally wish to strike out something new, to exceed those who had gone before him; and he felt a strong curiosity to ascertain whether the neighborhood of Tim-

buctu might not afford some solitary house adapted for Clara's reception."

Most absurd of all are Mr. Parker's hypochondriac sisters, one of whom is described as having withstood the rigors of a two-day journey to Sanditon as follows:

"She has kept up wonderfully—no hysterics of consequence till we came within sight of poor old Sanditon—and the attack was not very violent—nearly over by the time we reached your hotel—so that we got her out of the carriage extremely well with only Mr. Woodcock's assistance. And when I left her she was directing the disposal of the luggage and helping old Sam uncord the trunks."

Unfortunately, the Other Lady's attempt to carry on from this promising beginning is not entirely successful. Her imitation of Jane Austen's style is quite good, except for a few incongruously modern phrases, and occasional bits of slangy conversation which, though true to the period, would sound more appropriate coming from high-society sophisticates in a Georgette Heyer romance than from members of the sedate, provincial set portrayed by Jane Austen.

In fact, the Other Lady's imitation of Austen's style was so good that it wasn't obvious where the story shifted from original to continuation until I read the Collaborator's Apology at the end. But the handling of the plot in the later chapters of the book is less satisfactory, though her deductions about the story's intended outcome seem quite sound.

In addition, sensible (as in **Sense and Sensibility**) Charlotte's constant analyses of the positions, motivations and feelings of everyone in the book, including herself, become rather wearisome, acute as they sometimes are. It is difficult to believe such a girl capable of spending a sleepless night worrying about her romance with Mr. Parker's brother Sidney, or of being deeply affected by his joking gift of an admittedly ugly little box covered with seashells, particularly since she had only realized the previous day that she was becoming dangerously fond of him.

A more serious defect is the distinctly melodramatic events towards the conclusion of the book. True, Jane Austen's own plots are rarely as sedate as her reputation.

Respectable young ladies contract secret engagements, elope and run off with their suitors—not always with marriage in mind—with startling frequency in books such as **Emma**, **Pride and Prejudice**, and **Mansfield Park**. However, one secret engagement, one elopement and one attempted abduction is a rather excessive total for one Jane Austen novel, imitation or not.

The usual Jane Austen procedure in such a situation is hearty condemnation by both author and heroine of such irregular conduct as an elopement, with all details about this shocking social lapse supplied by letters from a responsible male relative who has undertaken the pursuit of the eloped girl and her lover. More unAustenian still, Charlotte, a level-headed heroine, is portrayed as having become so completely besotted with Sidney that she would be willing to elope with him without an instant's hesitation—this from a girl who has earlier in the book expressed her strong disapproval of elopement for any reason whatsoever! When a true Jane Austen heroine expresses strict moral views like these, she invariably sticks to them throughout the entire book, and usually wins the hero because of them—not by making wholesale exceptions to them on his account.

Despite these comparatively minor flaws, which probably would not even be readily apparent to anyone but a strict Jane Austen constructionist, **Sanditon** is really an astonishingly good imitation. And even if it is not pure Jane Austen, it is certainly an entertaining portrait of what the dust jacket truthfully describes as a more elegant age than our own.

Corrections

We would like to correct an error that appeared in the November 3 issue of **Bulletin** regarding the article **Feld Ballets; 'Brilliant and Diverse'**. Samuel Barber's **Excursions** was mistakenly referred to as "rousing jazz." It should have appeared as rousing music.

It was incorrectly reported in last week's **Bulletin** that the McIntee's Snack Bar sells a six oz. container of coffee. The size of the container is actually eight to nine oz.

Rape Stigma Declines as Rate Rises

by Jessica Zive

The benefits of going to college in New York City have become clouded by the dangers. The desire to be in the heart of the world's greatest cultural center is tempered by the knowledge that, especially as a woman, the environment that you glimpse at from your dormitory window is the same one that often keeps you in your room after dark. Along the streets that take you to the museums and theaters lurk

Opinion

threats to our pride, property and person. Going to school in New York is choosing mind over body.

During the last year and a half, two women were raped on or around the Columbia campus. One of these women, a 20-year-old Barnard student, had just transferred from Hampshire College. Last September, after living in New York only three weeks, she took the wrong subway, and proceeded to cross Morningside Park to get back to campus. It was 5:30 on a fall afternoon and she could see Morningside Drive, or "the light through the trees" so to speak. With a knife held to her throat, she was robbed, raped, sodomized, and forced to perform fellatio on five different assailants between the ages of 13 and 22.

The second Columbia victim, a 22-year-old General Studies student, was raped in her dormitory room in Hudson Hall, also at knife point, on September 6 of this year. The incident occurred at about 8 p.m.

These are not "isolated" occurrences. A Barnard woman was raped last year in Central Park, one at the Paramount theater at Columbus Circle, and another in Greenwich Village. Several weeks ago there was an attempted rape in the bathroom of the Gold Rail. Two students reported "peeping Tom's" in the shower room of the Barnard Gym. Countless attacks, assaults and harassments of varying degree go unreported.

The dangers are not unique to Barnard students. At Hunter College, there have been three rapes and one assault reported since July. At City College, three women were raped last year.

The increase in rape has spurred concern and interest among students.

Last year, Barnard students, in conjunction with the Women's Center, formed an Ad-Hoc Committee Against Rape. One of their projects was to start a Rape Crisis Center at St. Luke's Hospital which would involve students in counseling rape victims. St. Luke's, unfortunately, was not receptive to the committee's efforts. Last Friday, Oct. 31, the Ad-Hoc Committee Against Rape sponsored a forum entitled, "What can We Do About Rape?" About thirty students attended.

At this meeting a steering committee was formed in hopes of getting a long term, permanent center established. Dean Doris Coster volunteered to contact representatives from other schools to participate. Tentative plans include: changing the name of the Ad-Hoc Committee Against Rape to the Barnard/Columbia Committee on Rape, contracting a woman lawyer/advisor to help rape victims with legal procedures, obtain office space to be used as a general center for rape information, counseling, and health and legal services.

In September at Hunter, students presented a list of demands to their Dean of Students Bernice Fleiss. Among their demands were increased professional security guards, supplementary student guards, rape counseling, self-defense courses and sensitivity training for guards who may have to deal with rape victims.

In an interview in the *Village Voice* (October 27, 1975), Hunter College's Dean Fleiss said, "We are part of the world. We can't live here isolated from the reality of life in this city where these things happen everyday. Don't think we can."

In a sense she is right, but what is "the reality of this city?" The easy answer is to say that security just isn't secure enough. There must be a reason why guards are even necessary at all. Sociologists and psychologists blame violent crimes on society and the "hostile environment." Still, this explanation fails to explain why women and not men are the victims.

Society is indirectly responsible for rape not because it frustrates rapists into committing violent sex crimes but because society actually condones rape. In Susan Brownmiller's *Against Our Will*, it is asserted that women are

actually programmed to be rape victims. Her image of Little Red Riding Hood, the helpless victim against (a New York City-ful of) big, bad, wolves is a childhood fantasy of the rape situation. If Little Red Riding Hood went directly to Grandma's, as Barnard students should stay in their dorms after six, she (they) would not get raped.

In this first instance, society blames the woman for not being more cautious. We are guilty of this ourselves. When the Barnard student was raped in Morningside Park, all the letters about the rape to the editor of *Spectator* asserted that she should have known better. The victim, after three weeks in New York couldn't possibly have familiarized herself with every, potentially dangerous spot in New York City; if she had she might never have made it to her first class.

Another, more subtle prejudice goes beyond the suggestion that a victim could have avoided having been raped. Women are often accused of "asking for it." In a society where a woman is expected to look seductive for any man who would be interested in her, it is strange that they would turn their own values against her. Rape victims are subjected to implications that if they didn't overtly solicit the rape, they at least subconsciously enjoyed it. The legal system enforces society's attitudes. Rape is the only crime in which the victim has to prove resistance and where two eye-witnesses must testify to the crime.

Another aspect of society's guilt in the rape problem is that those who have the courage to report the assault are often ostracized. The stigma about rape turns empathy or understanding for a victim to condemnation and revulsion. The rapist, on the other hand, is said to have done something very natural and to have acted like a "he-man."

The rape problem will not be solved by externally imposed solutions. At one time politicians promised a "chicken in every pot," now they are promising New Yorkers a policeman on every corner. This is not what we want. The change must come from within; it is a change in attitude that is necessary to make the city streets safe for women.

Aid to the Assaulted



Learning self defense can help prevent rape.

by Sarah Gold

Rape is a devastating experience. Perhaps the last thing a victim is capable of is thinking clearly and deciding what action to take. There are a few basic steps to keep in mind, then, in order not to be left completely paralyzed and unable to act in the event of rape.

There are two hotline numbers which can be called, which are geared to deal specifically with rape victims. One is the New York Women Against Rape, at 877-8700. Calls are handled by women counselors who answer specific questions the victim may have and allow her to get through the initial trauma by talking to someone understanding. However, this service is only available from 6:00-9:00 p.m. on Monday through Friday.

The Sex Crimes Analysis Unit of the New York Police Department provides 24-hour service with no fees. Female officers are available to interview rape victims. They will also provide referrals for counseling. The telephone number is 233-3000.

The Women's Counseling Project at Columbia provides short-term counseling and referral services.

According to Michele Bartlow of the Project, the approach is to reassure the victim and help her to talk out her feelings and decide what steps to take. In addition, a woman who has been raped in the past can come in to discuss how the experience has affected her life. The telephone number is 280-5113.

According to the New York Women Against Rape, there are no steps which a woman must take in case she is raped. However, they do suggest some things she can do for her own protection. First, try to find a friend or someone you can talk to. Second, if you are interested in prosecuting the rapist, call the police. Many women choose not to report their rape, but the New York Women Against Rape "does try to encourage it."

Third, if you wish to prosecute, you should go to a hospital emergency room or obtain some other type of medical assistance in order to be tested for evidence of rape. Even if you do not wish to prosecute, you should get medical help, for several reasons. There may be a need for antibiotics for venereal disease; the hospital can check for pregnancy and provide the necessary preventatives; last, you may change your mind later and decide to prosecute, in which case you will need the medical evidence. The Barnard Health Service provides gynecological aid as well as psychotherapy for women who have been raped, and St. Luke's Hospital also provides treatment for rape.

Another important thing to remember is—do not take a bath. Your first reaction after rape may be a desire to clean yourself—resist it. In bathing you may destroy medical evidence necessary for prosecution.

Finally, try to get counseling. The psychological damage inflicted by rape can be long-lasting.

For more information on how to handle rape, the Sex Crimes Analysis Unit holds sessions every other Wednesday at 1:00 p.m. The next session will meet on Wednesday, Nov. 12. Also, the Women's Center at Barnard has some books with useful information on what actions to take in the case of rape. In addition, the New York Women Against Rape have an information packet which costs \$3.50. The address is 150 Amsterdam Avenue, Red Cross Building, New York, N.Y.

Campus Coalition On Rape Formed

by Jennifer Fox

On Friday, Oct. 31, the Barnard-Columbia Coalition on Rape was formed. Concerned individuals and representatives of campus offices and groups met to discuss the increasing incidence of rape and sexual assault at Columbia and Barnard.

The meeting was called by the Ad Hoc Committee Against Rape, which organized last fall after a Barnard sophomore was raped in Morningside Park. The group attempted to set up Rape Crisis Center with St. Luke's Hospital which would have provided support and information for rape victims being treated at the hospital. The project, which also sought to give legal and medical follow-up referrals, was unsuccessful last year. However, with the October meeting, there seemed to be renewed interest in taking action.

Concern around the issue of rape was rekindled early in the semester following several rape attempts in the area. The first coalition meeting, attended by about 20 people, resulted in a decision to focus on two areas: education, and programs to help victims of rape or attempted rape. Specific suggestions included: consciousness raising sessions at Columbia and Barnard, self-defense courses for women, and a series of presentations aimed to arm women psychologically against the fear of rape.

The next meeting of the coalition will be Friday, Nov. 14 in the Rec Room (110 McIntosh) from 12-2 p.m. All are welcome to attend.

Rape Assistance Phone Numbers

New York Women Against Rape..... 877-8700
Sex Crimes Analysis Unit, N.Y.P.D..... 233-3000
Women's Counseling Project at Columbia 280-5113
St. Luke's Emergency Room..... 870-1811
Barnard Health Service 280-2091

Ronnie Eldridge: Feminist Producer

by Patricia C. Lemchak

Ronnie Eldridge—wife, mother, widow, secretary, volunteer organizer, campaign manager, lecturer and now, at age 44, executive producer of the television series, **Woman Alive!** A 1952 Barnard graduate, Eldridge's college experience was colored by such periods as the McCarthy era and Eisenhower's unpopular stint as university president. She remarked that at that time, "The Barnard administration was very nervous . . . we were quite repressed!

"It was a quiet time as far as feminism and I think that the message we got at Barnard was that you should get married and have a career at the same time and that it was all very easy."

A political theory major, Eldridge explained, "I was born a politician." For many years, she was active in the Democratic party as special assistant to former mayor John V. Lindsay and later as Deputy City Administrator in the Lindsay Administration.

A native New Yorker, Ronnie Eldridge admitted that there are great advantages to going to school in the city but added that the urbanized child might profit from attending a school that is less cosmopolitan-oriented.

As a commuter, she never experienced dormitory life. "I'm not sure what that means. I led a full life—if I was deprived I didn't experience it. I think my development as being independent may have been later as a result of that."

Although not a dorm student, she recalled some of the restrictions. For example, necking and petting was not allowed in the dorm living rooms.

"I remember saying that my living room was opened to anyone who wanted to use it for necking . . . and that's how I became very friendly with one of the girls in my class. She called up and asked if she could sign out and come for the weekend."

During her college years, friendships with women did not develop as easily as in later years, nor were they as supportive as they are now.

"I had a lot of Barnard friends but the ones that I still see are all my friends from Columbia, which is really interesting, more than the women and my closest friends are people who were at Columbia while I was at Barnard. In retrospect, she remarked,



Ronnie Eldridge

"I don't think we had a general feeling of sisterhood." In regard to the present, "We're not in competition with one another. I think there's a big difference with relationships with women, and women my age will really talk about it. We're sort of getting it together late and it's all very exciting. I mean we're going out there and really accomplishing things."

Her college activities included the Columbia Players and the infamous Greek games. In regard to the latter, she recalled,

"It used to be the greatest honor in the world to be a horse and I can never understand what that was all about. Ancient law at Barnard has it that at the real Greek games, the women didn't wear any clothes and so every once in a while, somebody would agitate about that."

One of the first women to be made honorary member of the Columbia Players, Eldridge remembers herself as always being a "behind-the-scenes" person. "I think that had a very direct relationship to my being a woman and the way I thought. For instance, I wanted to marry a foreign correspondent. Basically I wanted to be a foreign correspondent but I thought in terms of marrying it, instead of being one."

Director of Special Projects for **Ms. Magazine**, Eldridge is not sure where or when her interest in feminism originated.

"I never thought particularly that I

was a feminist until about 1970. But then, looking back, I realized that I was."

Even now, Eldridge finds herself intimidated by some women who are considered feminists. Her main concern is people. "I consider myself basically a humanist . . . I have a great respect for people. We are all here and I think we should all be treated with respect and a basic sense of decency. I'm a feminist mainly because I feel that women are terrific and as good as men and should have equal rights and opportunities."

When asked if feminism will affect marriage, she responded, "Feminism will affect everything." Granted, feminism will affect marriage, she commented, but the change cannot be solely ascribed to women's attitudes. She felt that men, as well as women, are changing, especially in regard to their ideas about success and stereotyped roles.

"I always wanted to change the world and for all my political years, I never realized how threatening change is to people. I think the women's movement is very threatening to a lot of men, especially to people who are now holding power because it means a readjustment of power."

Eldridge stressed the importance of independence and the impact of success on her life. She felt that stereotyped child-rearing has in some way contributed to women's self-confidence or lack of it.

"I think we're brought up with myths about what the real world is like and what other people are like and we walk around thinking that those people are really smart and really know something we don't know . . . and basically they don't. It's shocking to me. I always thought everybody knew more than I did. And I suddenly realized they don't."

After going through a period of readjustment after her husband's death, Eldridge finds herself coping—and well. "I guess I must have thought that I was going to die when I was 45, because I'm 44 now, and if I wasn't working, I'd have nothing to do. But we never thought about that."

Eldridge explained that her life has a direct bearing on the **Woman Alive** series. She feels that women everywhere are confronted with many

(Continued on page 13)

Eldridge

(Continued from page 12)

of the same difficulties, but are inhibited about expressing their fears and insecurities. She is certain that many women are feminists even though they do not advocate extreme feminists ideals, mainly because they are unaware of them.

The **Woman Alive** series deals with the woman's movement and its effect on society. The program combines both documentary films with commentaries as well as feminist musical entertainment. The first program dealt with the changing attitudes of army

wives. Subsequent documentaries will explore the areas of self-assertiveness training, adolescent expectations, volunteer work and male pressures.

What is the main purpose of the series?

"What we're trying to do is demystify the women's movement and demystify the world for women, and at the same time, inspire women to do things, and give them confidence."

In her own words, the women's movement is "basically a lot of different women all over the country doing a lot of different things in different ways, but put together, that's what we call it."

"I think the program's quite radical

... but very subtle. It doesn't come over as a heavy half-hour ... but I think it's going to help build an audience and has that power. And I think it does stick with you."

The program has not yet succumbed to the poisoned darts of media censorship. However, ideas have undergone transformations in the programming process. The ideas, according to Ronnie, are "censored by our own feelings. We like to work them out with the staff because different people have different approaches. If Joan Shigekawa, who is producer of the show, and I differ in something, we will usually talk it out until we arrive at something."

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IncisionsIncisionsIncisionsIncisions

(Continued from page 8)

A typical room inspection is a ritual unto itself. The inspector has donned a formidable pair of glasses and white gloves, while the resident covers behind her bright blue bookcase, becoming increasingly aware of the dust kittens under the bureau. "I would have swept," mutters the resident, "if it hadn't been for this awful cold," whereupon she coughs and holds a limpid hand to her forehead.

But the inspector's attention is focused on a Woolworth's bedspread, which, though suspended according to regulations from the mouldings, is known to conceal a wealth of spongy mounting tape. It's a variation on the old wall-safe-behind-the painting trick. The inspector approaches the spread with an extended Bic, while the resident hurriedly engages said inspector in brilliant conversation. On discovering the tape, the resident gasps in surprise. "Why, how could burst into tears, probably of glee, and

that have gotten there," she inquires, puzzled, while shoving a thick roll of posters under the bed. The tape is scientifically dated and a fine is levied.

"I for one intend to be at that tea," said the reporter, fists clenched. "I spent one month decorating my room and, thanks to the room inspection rules, I was far from idle during the second month when I tore it all down. This has been the inspiration for my senior thesis, or at least a newspaper article or two."

"BAFFLING AND BEAUTIFUL."

— Vincent Canby, N.Y. TIMES

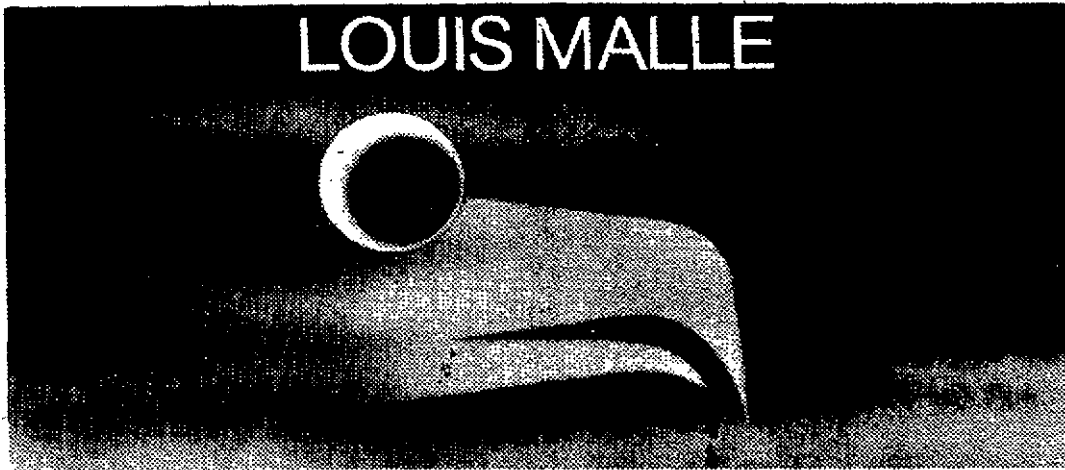
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— Jack Kroll, NEWSWEEK

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Sports

Events and Game Results

Riding

Sunday, November 16 . . . Intercollegiate Horse Show . . . Fairleigh Dickinson, Teaneck, New Jersey.

Swimming

Thursday, November 13 . . . Manhattanville College, Purchase, New York.

Saturday-Sunday, November 15-16 . . . Relay Carnival at S.U.N.Y. Binghamton, New York.

Volleyball

Tuesday, November 11, 6 p.m. . . . Hofstra University, home.

Volleyball

November 5 . . . Barnard 15—N.Y.U. 2 . . . N.Y.U. 15—Barnard 13 . . . Barnard 15—N.Y.U. 2.

Tennis Team Has Growing Pains

by Martha Loomis

Like other sports at Barnard, the tennis team is experiencing growing pains. It has had the familiar problems of limited facilities, organizational difficulties and too few dedicated members. However, under the coaching of Marion Rosenwasser, the new assistant director of intercollegiate sports, and the leadership of Captain Eva Kaldor, the team is making long-needed changes.

The most immediate problem which hinders the team is practice facilities. Last year, Coach Marion Phillips, of the physical Education Department, arranged for the team to use a Columbia tennis court, near Baker Field during an early morning hour each week. This proved inconvenient, costly and insufficient. When asked about the feasibility of using the tennis courts in Riverside Park, Rosenwasser explained that she plans to negotiate with Columbia for regularly scheduled practice periods.

The New York City Parks Department and Columbia College joined forces to build the courts in the early

60's. At the time, Barnard had tennis courts which has since been replaced by Lehman Library.

Regardless of these limitations, Coach Rosenwasser is encouraged by the enthusiasm of the team members: "Barnard is limited in its facilities and that's a big problem, but if everyone can improve, then they will take something away. I'm really impressed to see how much students do here."

The prerequisite attendance of the advanced tennis class and limited additional practice periods have frustrated some potential teammates. One in particular, Nancy Parker, who was the National Junior Public Parks Champion in 1972 in singles and doubles, has especially voiced discontent. Because she could not attend the classes, she was refused sponsorship to the Eastern Intercollegiate Championships this fall. On the other hand, Phillips and Rosenwasser agreed with Kaldor that the higher priority is "to create a coherent team." They want to include interested students, but team practice is most important.

Hockey Season Draws to a Close

by Jean Anne Kiewel

The field hockey season is rapidly drawing to a close and Barnard's fledgling team has only a lackluster 0-3-1 record to show for its considerable efforts. The club was badly beaten in its opener with Wagner College, 0-5. There was a much improved, but still inadequate showing at Queens College, where the score was 0-3. Left inner Pat Roach scored the team's first goal against Brooklyn, but a last minute goal was allowed for a 2-1 loss. A meet with Hunter College proved a frustrating 0-0 standoff.

Center forward Mary Graves and coach Deborah Rooks agree that the team's main problem is the timidity of the forward line due to their lack of experience. After the Hunter game, Rooks commented, "There was no reason for not winning the game. The ball was in our striking circle fifty per cent of the time. The forwards were holding back and took only a few shots when they could have taken many more." Rooks also commented on the tendency of the forward line and the halfbacks to bunch together. This was especially evident in the Hunter contest when four players rushed the

ball after two penalty corners and shot it in front of the goal where there was no one to receive it.

Rooks termed the defense adequate. Two beginners, Jennifer Fox and Rebecca Blank, have made excellent showings as halfbacks. Team co-captain Martha Loomis occupies the center halfback position. The main weakness of the backfield is that it depends too much on Loomis, who is a very strong player. The backfield players let her take most of the free hits and drop out of position to let her follow the ball. Loomis commented "Center halfback is a new position for me and I have had difficulty learning it."

After playing well within the striking circle during the first two games, the fullbacks are now much more aggressive and play up to the fifty yard line. Sedra Varga, a freshman, has proved an especially valuable member of the defense. She has made more than one spectacular save. The goalie, Jean Anne Kiewel, has performed satisfactorily except for two Wagner goals and the first Queens' point, all of which resulted from misjudgment.

The team has played short for three of its four games, allowing the right

inner position to go vacant. The unfortunate cause of this was a pre-season injury to co-captain Terry Lowe who was slated to play center forward. Academic and other important commitments have prevented the assembly of a full team for some games.

A difficult problem is getting players to practice where they can work together. Loomis believes poor attendance at practice is the source of most of the team's problems. She said, "If we would work together, we would play together on the game field. As it is now we really do not know what to expect from each other."

The club faces two more contests, one against Hofstra University on November 6 and another against Lehman College on November 7. Despite the losing season, most members are happy with their experience on the team. The team has improved tremendously since last year when few of the players even knew how to play. If the capacity for improvement from last year to this is any indication of the team's potential for next year, Barnard will have a powerful and excellent field hockey team in 1976.