

Barnard Bulletin

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Barnard Forum: 'Sharing Concerns'

fo·rum \ˈfɔr-əm, ˈfɔr-\ *n. pl forums also fo·ra* \-ə\ [L; akin to L *foris* outside, *fores* door — more at DOOR] 1 **a**: the marketplace or public place of an ancient Roman city forming the center of judicial and public business **b**: a public meeting place for open discussion **c**: a medium (as a newspaper) of open discussion 2 **a**: a judicial body or assembly: COURT 3 **a**: a public meeting or lecture involving audience discussion **b**: a program (as on radio or television) involving discussion of a problem usu. by several authorities

Gregory Dinner: 'A Moment in Eternity'

by Dorothy Glasser

The Emily Gregory Award Dinner honoring Professor Inez Smith Reid was held on Thursday, March 25th in McIntosh Center. The dinner was chaired by Yael Septee, president of the Student Faculty Committee.

A cocktail hour preceded the dinner on the upper level of McIntosh, which was unrecognizably converted into a reception room—cash bar, tinkling piano, et. al. Students, faculty and administration mingled informally until 7:00, when the guests sufficiently relaxed, descended to the lower level for dinner. The "dining room" was attractively set up with five long tables set beautifully in a blue and yellow color scheme. (Who would have believed this atmospheric room was a school cafeteria just hours before?) The formal ambiance at the sit-down dinner was a welcome hiatus in the customary student routine.

By far the most exciting moments of the evening were the moving and inspiring speeches which followed dinner. Professor John Chambers, who was the recipient of the first Emily Gregory Award last year opened the ceremonies with an informative speech on Emily Gregory. Chambers' research on the career of the woman for whom the award is named, Barnard's first professor, revealed an amazing parallel between the 19th century scholar and Inez Reid. In their boundless energies and myriad accomplishments, both teachers provide excellent role models for their students.

The next speaker was Andrea Katz, president of the McIntosh Activities Council. As a student of Professor Reid's, she portrayed Reid as demanding and tough in the classroom, personable and com-



Yael Septee presents Inez Reid with Gregory Award Plaque.

passionate in her office. Katz was followed by Helen Pond McIntyre, president of the Associate Alumnae, who praised Reid as one who enhances the quality of education at Barnard.

Professor Demetrios Caraley, chairman of the political science department, praised himself for appointing Reid professor.

Professor of English Catharine Stimpson, who is on leave this year, came to the dinner of Reid's request. "I thought I was supposed to represent the Barnard faculty but I'm not sure they want me to do that," said Stimpson. She described Reid as a "civil humanitarian who respects rules if they are just. . . she is a person who is committed to casting away injustices, not only of sex but of race, to building a garden of freedom. . . her life has drama but lacks theatrical arrogance."

Following this evocative and poetic speech, Reid was presented with the award plaque and received an enthusiastic standing ovation. In her

speech, Reid referred to the evening as "a moment in eternity." She paid tribute to her family, husband, friends, and students who, she said, "helped me to come to this moment. Our days of fun and torture together have been delightful," she said addressing her students. Urging them to reach "a peak of excellence," she quoted, "Time represented by grains of sand drifts through glass. . . time will run out and we will ask ourselves what have we accomplished when the sands of time stop for us?" A second standing ovation preceded the toast offered by President LeRoy C. Breunig to Emily Gregory, Inez Smith Reid and turn of the century Barnard President Emily Smith.

Staff Meeting

There will be a staff meeting Thursday, April 8th, at 6 p.m. in the Bulletin office.

Correction

The rank of Sylvia Hewlett is that of Assistant Professor rather than that of Associate Professor as stated in the last issue of the Bulletin.

CIA

Undergrad will soon be appointing two students to sit on the Council on Intercollegiate Athletics. Any student who is interested should sign up at the Undergrad Office.

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'Sharing Concerns' at Barnard Forum

by Janet Blair

The Barnard Forum, by the time it had gotten under way, had acquired several nicknames, including "informal town meeting" and Director of Admissions Helen McCann's phrase, "musings for Mattfeld."

The purpose of the musings was to "engage in self-study," according to the Forum's discussion guide. Participants in the 12 groups were asked to describe what Barnard meant to them, how their perceptions had changed, and how they might reconcile their ideal Barnard with factors such as the financial squeeze.

President Leroy Breunig opened the plenary session of the Forum by introducing President Designate Jacquelyn Mattfeld, who spoke of her experience with men's colleges and women's colleges, of the prejudice toward women she had encountered in male Ivy League universities and of

the unlikelihood that opening men's schools to women would benefit the women students.

"In spite of the women's movement," Mattfeld said, "prejudice is ingrained and part of the national fabric." She spoke of the difference in the aims of universities and colleges and of the "innate conservatism" natural to large universities.

After the plenary session, the groups of 12 plus one rapporteur (reporter) per group—what Assistant to the President Joan Reid called "a baker's dozen"—met for two and a half hours to discuss the questions set before them.

Each group was to be made up of six students, two alumnae, two faculty members, one administrator and one trustee. Unfortunately, a number of the student participants did not show up. According to Reid, this was due to a mix-up in communication between

the organizers of the Forum and the students. Also, a few faculty members were misplaced, and empty chairs were held for administrators as well.

The groups varied widely on their effectiveness and how much they accomplished. One group seemed monopolized by a top-heavy faculty faction and two very outspoken administrators, while others were much more open to student criticisms, ideas and feelings about Barnard.

Some interesting views were expressed by alumnae. One alumna commented that in the thirties, "nice girls went to Vassar. I never dreamed of going to Radcliffe, and Smith was considered fast."

Another alumna, a classmate of the former, reminisced about Columbia finally opening classes to women. In her first Columbia class, music appreciation, she was forced to sit in a

(Continued on page 15)

Lofrumento Ticket Wins Election

by Dana Dellbovi

Mary Ann Lofrumento, Laurie Ruckel, Suzanne Bilello and Enid Krasner, the newly elected Undergrad officers, will begin their term of office in July.

Mary Ann Lofrumento will succeed Gwyneth Murphy as president of Undergrad. With the revision of the Barnard-Columbia Agreement in July, Lofrumento will have to work with faculty, administration and alumnae to iron out the problems of the revision. Regarding the possibility of Barnard merging with Columbia as a result of the revision, Lofrumento stated, "I'd like to see more co-existence on the course level . . . but I definitely think the (Barnard) administration should be on its own."

Lofrumento also has some ideas for programs around Barnard. She and the other new officers would like to see the development of a commuter action group as part of the tripartite system in order to aid commuters with housing and social problems. To supplement this committee, Lofrumento wants to institute a big sister program for freshmen, which, unlike the present program for freshman orientation, would last the whole year and would pay special attention to the "700 commuters who are overlooked." The development of a recreation com-



New Undergrad: Ruckel, Lofrumento, Krasner and Bilello.

mittee is also favored by Lofrumento. New vice-president at large Laurie Ruckel will be working with CoCo (Coordinating Council) on budgeting and will take part in obtaining and allotting summer and winter grants to Barnard students. The vice-president at large, she says, has "traditionally" been involved in the Council on Intercollegiate Athletics (CIA) so Ruckel feels she will work on this committee.

Suzanne Bilello, senior vice-president, is very concerned about the issue of the Barnard-Columbia merger and sees this as one of the major things her administration will have to deal with. Though Bilello favors "better co-

existence," she feels "it is essential to keep our own services, faculty and endowment."

As treasurer, Enid Krasner says she will be the woman who "gets on everyone else's nerves." Krasner wants to "start to work with clubs and organizations," re-evaluating in order to help make decisions about their budgets.

The Barnard elections also gave the Columbia University Senate a Barnard delegate, Merri Rosenberg, her election to the Senate resulting from the voter turnout of approximately 35 per cent. Rosenberg, however, was unavailable for comment. ●

Course Guide Keeps the Nastiness Under Control

by Deborah Harris
and Dorothy Glasser

There's an institution situated on the third floor of Ferris Booth named the **Columbia-Barnard Course Guide**. Every part of the name brings up questions concerning the functioning of this organization—who runs it, for whose benefit, and what exactly it is that this dedicated staff accomplishes every semester as they publish their review of some 600 odd courses given at Columbia University. Is **Course Guide** a goading armament that students suspend over our faculty's present performances and professional futures? Or is this assessment of courses a right that we deserve—as professors examine us periodically, so we are entitled to review them?

Course Guide has been analogued as the **Consumer's Guide** to taking courses. Fall 1975 Editor-in-Chief Michael Widlanski proposed an economic way of perceiving **Course Guide's** function: "Education is at a steep price in this university, and as consumer items, classes and professors must be researched."

The present Editor-in-chief Harold Lehmann suggested viewing **Course Guide** as a public forum, "where abilities of instructors are put to public light, and if there are weaknesses to be shown, they will be."

Executive Editor David Gorman proposed that the two goals of the course review are simply "to guide students towards the most beneficial courses, and to help teachers see how they can improve themselves."

Few students or faculty members will argue with these objectives of **Course Guide**. However, one professor at Barnard complained that "we don't post grades publicly, let alone comments on papers. Any profession—lawyers, doctors—their quality is publicized through word of mouth." Yet most members prefer the officiality of **Course Guide** to "low-level gossip" that will inevitably be exchanged "in elevators."

There seems to be a controversy among the junior faculty members regarding the role **Course Guide** plays in tenure proceedings. Some tend to believe that the review book "doesn't mean a damn in terms of their careers," while others emphatically stated that **Course Guide** is a powerful instrument among the three major factors in granting tenure. Further,

Dean of Faculty Remington Patterson remarked that it has "caused great concern" as far as professional consequences go, implying that the editors have acquired too much power in relation to faculty promotions.

Professor Dennis Dalton, a member of the political science department, initially responded by saying that "**Course Guide** was an influential factor in tenure consideration," but as an afterthought remarked that "in light of present financial situations at Barnard, it is unlikely that anything could have a positive effect on attaining tenure."

In a **Bulletin** interview, junior faculty member Richard Pious asserted that **Course Guide** was not influential in affecting teaching performance, but that rather "professional pride" was the motivation behind his teaching career.

Pious said he utilizes the reviews as a "useful corrective device," as he believes they are quite accurate in pinpointing the shortcomings of his course. "I run a nasty class and **Course Guide** keeps the nastiness under control."

There seems to be a consistent reaction from the faculty that **Course Guide** is instrumental in redressing certain drawbacks in their courses. As Dalton candidly stated, "I profited greatly from the criticisms. There have been three definite instances where I have made changes solely and directly because of **Course Guide**."

In interviews with students and faculty, valid criticisms of the methods and effects of **Course Guide** have been determined. Students and teachers alike have acknowledged that the review book can serve as a personal vendetta against unpopular professors. In addition, Caroline Hill, a Barnard senior, asserted that "it is often used irresponsibly by egomaniacal students who want to be quoted, and thus people tend to judge personality rather than teaching ability in these cases."

Professor Ann Fagan of the history department and Dalton agreed that "there is a tendency to seize upon trivia and it could create a nasty situation for which **Course Guide** should be responsible."

Fagan further asserted that **Course Guide** tends to be patronizing and condescending, especially in the case of new courses which are naturally

unpolished at first. She also insightfully pointed out the ironic affects of **Course Guide**: "when a perfect course is reviewed, it balloons in size and is consequently deluged with enthusiastic pupils, and thus the quality is diminished."

Nevertheless, as Professor Elaine Pagels of the religion department exclaimed, "There must be a **Course Guide**. Although fairness varies from article to article and faculty members are done in because of comments, these are accurate." Nonetheless, she maintains, "there must be proportion." **Course Guide** is a necessary institution because as Beth Landman, a Barnard junior, insisted, "It is the only way of knowing about a professor before taking a course."

A change of tone has been advocated by the present editorial board of **Course Guide**, who "want to show problems of the instructors, but not at the expense of undue personal pain and embarrassment." Veering away from the often aggressive cast of preceding guide books, editors Lehmann and Gorman have added what they call "a dimension of compassion."

In discussing Columbia-Barnard **Course Guide** with several of the recent and present editors, the most prominent issue was Barnard's role within the organization of the **Course Guide**.

Course Guide is a student organization which is funded by varied sources. Of their \$4700 budget, \$1 000 is allocated from Barnard's Undergrad office. Ten to 15 Barnard students comprise their overall staff of 50. Of these, five women are in production and editorial positions. From the approximately 600 responses that the staff computes, Lehmann judges that one-third to one-quarter are Barnard questionnaires. And about 50 per cent of both the Columbia and Barnard faculties cooperate with **Course Guide**.

Despite these apparent positive factors, the presence of Barnard is not felt as it should be within this joint institution. All of the editors verbalized their disappointment over this lack of cooperation between the administration, the faculty and the Barnard students.

Although the administration is more accessible this year with the arrival of Dean of Students Doris Coster, poin

(Continued on page 1)

Barnard/Columbia Pt. II: A History

by Sarah Gold

The history of the Barnard-Columbia relationship presents us with a paradox as well as an irony climaxing in the present situation. The irony lies in this, that Columbia called Barnard into existence through its refusal to admit women; but now that Barnard is alive and thriving, Columbia is calling for a merger—it is anxious to have women undergraduates.

The paradox is found in the growing rapprochement between the two schools, along with an increasing independence on Barnard's part. At Barnard's inception, its classes were totally separate from Columbia's, but it was dependent on the University for its academic integrity. As Barnard's academic strength and identity grew it was able to rely more and more on

admit women to Columbia, but the trustees were unremittingly opposed to women attending classes at the University. Under increasing pressure from a growing segment of supporters of a women's college, the trustees finally yielded and, on April 1, 1889, passed a resolution to establish Barnard College.

The original agreement set up Barnard as a financially independent institution. But Barnard students took the same examinations as Columbia undergraduates and all courses were taught by Columbia faculty. These two steps were taken to guarantee the academic integrity of the women's school. A new precedent was set, however, in 1890-91 when Emily Gregory became the first "Professor in Barnard College."

"While Barnard's connection with Columbia was a source of great strength, it also, inevitably, introduced complications," writes White. Dean Emily James Smith Putnam, with the solicitous friendship of Columbia President Seth Low, tried to balance independence and coordination. On the one hand, Barnard began to develop courses not taught at Columbia and hired some distinguished members for its faculty, and on the other, Barnard seniors were allowed to attend science lectures at Columbia.

The year 1900 was a turning point with the signing of an agreement by Putnam and Low to further resolve ambiguities in the dealings between the two schools. Barnard became a full-fledged branch of the University while still retaining its own faculty and dean. Administrative independence was supplemented with academic independence, as Barnard was allowed to vary its course of studies from that of Columbia. Faculty appointments, however, were made by the University and Barnard women received Columbia degrees.

Nevertheless, Barnard's function as a women's college was still not clearly defined. In 1908, Acting Dean William Tenney Brewster stated, "A good many of us are in doubt as to what Barnard College as an institution for the higher education of women is supposed to be doing." The committee set up to study the problem concluded that "the higher education of women

need not necessarily proceed along the same lines as that of men." Barnard's growing self-assurance now allowed divergence from the Columbia curriculum; it was no longer necessary to be so dependent on the University for academic integrity. The first major break in curriculum came in 1925.

In that year the faculty conducted a review of the curriculum, which resulted in giving students more freedom in planning their programs. The plan, a forerunner of present-day distribution requirements, represented a different philosophy of education than Columbia's with its more rigidly structured requirements and Contemporary Civilization course.

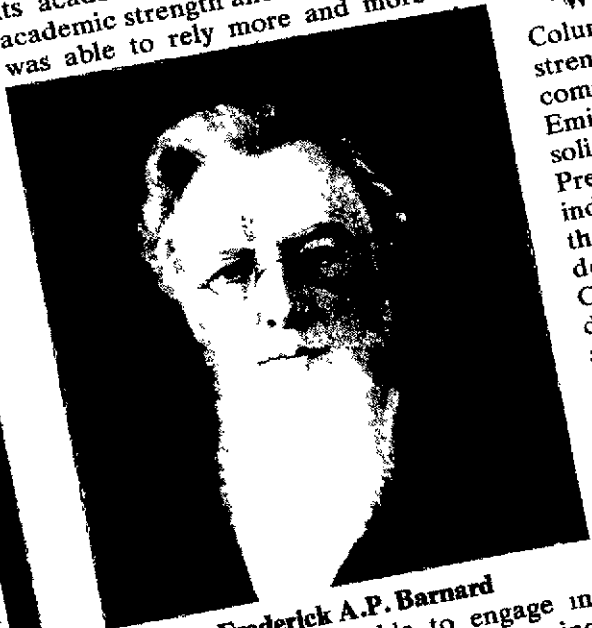
In the meantime, there had also been changes in faculty arrangements. Until 1922, for every hour taught by a Columbia professor at Barnard, a Barnard faculty member taught at the university. This hour-for-hour exchange was replaced by financial compensation with the tuition money for cross-registered students in a course going to the school which offered the course.

Moreover, all appointments to the rank of professor or associate professor had to be approved by the University departments concerned and by the Advisory Committee on Educational Policy, of which the Barnard dean was a member. These professors were permitted to teach at Columbia as well. This arrangement helped cut down on duplicate courses and kept high standards for faculty appointments.

Another major step came in 1949 with a joint faculty appointment in religion and the institution of joint courses in 1950.

In 1952, Dean Millicent McIntosh was given the title of President of Barnard College. According to the petition of the Associate Alumnae, this title would "emphasize Barnard's position as an independent women's college within the University." The title was formalized in an agreement superseding the 1900 agreement on Barnard-Columbia relations.

In 1969, talks began which led to the adoption of the present agreement, signed in 1973, between Barnard and Columbia. A main reason for the talks was a financial imbalance resulting



Frederick A.P. Barnard

itself. It was also able to engage in joint efforts with Columbia, drawing closer without the fear of being absorbed. A look at this history (which is related in *A History of Barnard College*, by Marian Churchill White, 1954) will place the present in perspective and show today's problems to be just the latest step in a nearly 90-year attempt to sustain a unique relationship. Our problems are not new ones—they have plagued the College since its founding.

Barnard College is named for Frederick A. P. Barnard, who became president of Columbia in 1864 and whose dogged persistence in favor of women's higher education finally resulted in the founding of the College. Barnard's original plan had been to

Alumnae Survey: Expectations vs. Reality

by Sarah Gold and Jeanne Lee

Aspirations and expectations of college students are not a constant. They vary with the social, political and economic climate. In an attempt to assess the effect of changes in these factors on the expectations of Barnard students, **Bulletin** sent out questionnaires to 400 alumnae of the classes of 1965 and 1966 and to 400 juniors and seniors. Alumnae responses totalled 162; student responses were too low to be significant.

However, the alumnae responses alone are instructive regarding how a college student's expectations mesh with her actual situation 10 years after graduation.

The figures, supported by supplementary comments, show that a student's future plans while in college often have little bearing on her post-college activities.

In responding to a question regarding future expectations during their college years, 33 per cent of the respondents numbered work among their expectations. The overwhelming majority (93 per cent), however, are working now, either full-time, part-time, or at home. Occupations cover a broad spectrum from social work, medicine and law to photography, t.v. production and "college administrator and feminist teacher."

Only 24 per cent included marriage among their college-age expectations; 67 per cent are now married.

A majority of the alumnae (60 per cent) felt that a greater acquaintance with feminism at the time would have caused them to alter their expectations. The unlimited range of careers covered by these alumnae and the high percentage (43 per cent) of alumnae who had planned to go to graduate school, indicate the Barnard women of the mid-sixties have now and had in the past high aspirations, even if they chose not to label them overtly feminist.

Another point was the large number of alumnae (48 per cent) who did not decide on their post-graduate plans until after their graduation. The deciding factors in future plans were inspiration by a particular person (36 per cent), work experience (30 per cent), a simple need for direction (23

per cent) and a course taken in college (11 per cent). A few respondents noted that they had found their present careers by accident, as for example, in taking the job originally out of necessity.

Only 28 per cent now have careers in the same fields as their college majors, while 34 per cent and 38 per cent respectively are in different but related fields and fields totally unrelated to their majors.

To a question concerning options available to women in the mid-sixties, 46 per cent responded that combining marriage and career was a possibility. Only 12 per cent saw marriage as the only option. Twelve per cent indicated that only restricted fields were open to women while 30 per cent felt that many fields were available. This disparity in the perceptions by women of their own situation is notable.

When asked what aspect of college affected them the most, 60 per cent responded "intellectual outlook," 20 per cent checked "friends and colleagues" and 17 per cent answered "preparation for a career."

The survey results indicate that while college experiences and expectations are a major factor in a women's life (particularly in outlook) other variables may have a stronger effect on such decisions as choice of career.

Many alumnae enlarged on their responses with additional comments regarding their expectations and the role Barnard played in their lives. While the majority of women did not feel their career decisions had been affected by limited options available to them, some did say that this was due to a feminist upbringing which was rare in those days. One woman said she was taught that if she were persistent, "opportunities to screw the oppressors would present themselves." Another wrote, "I was brought up to believe that a woman can do anything she puts her mind to and that professional opportunities are what you make them."

There were other women, however, who perceived the situation differently and saw that women's options were narrower than those of men. "I was born a feminist but my expectations

were limited by reality," wrote one alumna. Many responded that careers were available in a wide variety of fields but qualified this by saying that great persistence was required for success.

Another alumna made the point that the availability of careers depended on which field one was interested in.

Many alumnae stressed the poor career guidance offered by Barnard at the time and the effect this had on their choices of careers, particularly in limiting their options. One alumna wrote, "If I had thought more carefully about it, and had been better guided, I might have chosen a major with more possibilities. I do feel stuck now."

Only one woman responded that marriage had been the "ultimate" goal when she was at Barnard. She added, however, that "the upsurge of feminism had a tremendous effect on my attitude and the outcome of my struggle to reconcile my original expectations with reality."

One alumna objected to the emphasis on feminism: "What's all this 'to do' about feminism? I just did what I wanted to do."

One final outcome of this survey is that one's expectations in college are not the sole, or even the main determinants of one's future. It is not true "that college experience determines your future," wrote one alumna, "actually it's a whole life—and chance—that determines it, and college is a very small part of that! (though pleasant and interesting)"

As proof of this, we found that almost half of the alumnae who responded decided on their careers after graduating from college; a large number have changed field one or more times since graduation (either through choice or because of a lack of jobs in their chosen fields.). Some women plan to return to school in the near future.

Expectations are not something left behind after graduation, like dorm life and transcripts. As one alumna wrote, she's "still growing... I've got expectations in my teeth, I guess I worry 'em like a dog—sit 'em down (not far)—pick up as needed—and even if let go sometimes, I always come back to them."

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Gildersleeve Lecturer Demands 'More Cookie'

by Lisa Anderson

The visiting Gildersleeve professor at Barnard last week was Hermine Sinclair de Zwart. The Gildersleeve lecture of March 30th, held in Lehman Auditorium, featured a talk on linguistics by Sinclair.

A psycholinguist, Sinclair is head of the School of Psychology and Sciences at Geneva University in Switzerland. Her work in Geneva consists of general developmental

psychology, especially language acquisition. In addition to teaching at the university, she studies children using the "cognitive approach—mainly directed toward syntax."

Sinclair grew up in Holland where she began studying historical linguistics. After living in France and Copenhagen she settled in Geneva in 1960. At this point, while her two children were in school, she found herself with more time and returned to school. She at-

tended Geneva University from 1960 to 1964.

In Geneva, Sinclair studied with Piaget, which inspired her research with children. She works with language-troubled children as well as normal children learning their mother tongue, "quite a difficult task."

Sinclair's observational studies require endurance and intuition. On difficulty in observational study is the interpretation of children's speech; "mummy dress," for instance, can be interpreted many different ways. Her work involved every stage of a child's speech development, from "more cookie" to the steadily better and more correctly performed, "May I please have more cookies if you are sure you have enough?"

The audience was receptive, and Sinclair's talk was filled with interesting examples to support her interpretation of language acquisition techniques. During her stay at Barnard, Sinclair enjoyed visiting some psychology classes and meeting students.

news briefs



Association, a professional organization of women in different financial areas, on Wednesday, April 7th, at 4:45 p.m.

There will be a short presentation on Room 301 Uris Hall to be followed by a cocktail hour in the Faculty Lounge. About 20 members of the F.W.A. will be available to discuss informally opportunities for both B.A.s as well as M.B.A.s in the field of finance. Interested Barnard students and faculty are invited to attend.

E. Asian Program

There is a new East Asian program within the Oriental Studies department. East Asia includes China, Japan, Korea and Vietnam. This will provide a new major and new courses at Barnard. There will be a meeting with Carol Gluck for those interested on the upper level of McIntosh on Thursday, April 8th, from 1-2:30 p.m. and Friday, April 9th from 12-2.

Mortarboard '77

Mortarboard '77 (the Barnard Yearbook) is now accepting applications for the positions of editor-in-chief and assistant editor. If you will be a senior next year, have good organizational abilities and know something about publications, sign up now outside of C.A.O. on the upper level of McIntosh. The current editors will call you to make appointments for interviews. Any questions, call Pat at x6543 or Rena at x7127. Deadline for applying: April 15.

Business Careers

The Women's Association of Columbia University Graduate School of Business will be sponsoring a get-together with the Financial Women's

Alum Officers

April 7th is the last day for seniors, class of '76, to sign up to be alumnae officers. Sign up in the Alumnae Office.

Extensions

A student who wishes an extension of time for the submission of written work, including laboratory reports, is required to obtain the permission of the instructor and give him a form issued by the Barnard Registrar. A copy of the form must be submitted to the Registrar's office. This procedure applies to incomplete work for all courses elsewhere in the University as well as for Barnard courses.

Permission for time extensions should be requested before the deadline for turning in grades. Papers submitted by May 21st are to be sent directly to the instructor. The last date for submitting work is May 6, 1977. Note to seniors: All grades for students graduating in May 1976 must be in the Registrar's Office by May 12, 1976. ●

Sunny Money

by Beryl Kaplan

The summer grants program was established at Barnard in 1962. The program was designed to help support individual projects where a small grant might be of assistance. This year Undergrad has allocated \$5000 for summer grants. Any student may apply for up to \$500 during her years at Barnard.

Last summer Undergrad funded approximately 30 projects, some of which were participating in anthropological field work in Africa, attending a 12-day photography workshop, studying music in Europe, conducting research on desegregation in Boston and learning acupuncture therapy.

Applications for 1976 summer grants are available in the Undergrad office, 206 McIntosh, or in the College Activities Office, 209 McIntosh, when the Undergrad Office is closed. We ask that your plans be specific and feasible—otherwise you might have to return a grant that would have helped another student. The deadline is Monday, April 19th, at 5:00 P.M. Please sign up for an interview.

Barnard Bulletin

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Incites Incites

by Jami Bernard

Howlid prepares to abandon her palatial lodgings.

The room lottery has filled everyone with renewed optimism for the 1976-77 school year. The suspense and speculation involved in where one will live next year can practically keep one from doing one's work, although this might not be an altogether unusual state of one's affairs.

After you finally draw your lottery number, undoubtedly the lowest possible, you have thirty seconds to choose your new room. Charts of available rooms are posted, with the exception of a chart of Fernald campus-side rooms. It's no use even posting these. Members of the class of 1912 are still waiting to get in.

Choosing a room in the allotted time can make you so flustered you point to the first you see. The one with no windows. Or the new space-saving duplex apartment for shorter students, formed by splitting a large single lengthwise and connecting the two stages by rope ladder. Or the quadruple in BHR. Or the TV lounge on 6 Livingston.

Moving out at the end of the semester creates some difficulties. Although you saved the original packing cases you came with and didn't buy more than a few books and records during the year, your possessions seem to have expanded and multiplied so that they cannot be removed expeditiously from your room.

You will leave with more than you bargained for—the history notes you borrowed and never returned, the plaster from the wall that comes off when you pull down the posters, the desk lamp you took a fancy to during the semester.

With four weeks to go until finals, why worry about leaving now? Come early April, most students swear they will no longer put up with school and administrative hassles and will hop the next freighter to California. They pack in feverish anticipation of getting out of here.

Some students elect to stay on campus over the summer. The summer dorms open several days after the Barnard dorms close, leaving you and your several steam lockers and portable T.V. out on Broadway. Students who return to their home towns receive the luggage they sent on ahead just in time to send it back again.

The smart student will neglect to unpack in September, thereby assuring relative ease in moving out in May. ●

Continuing Our Education

As we all know, America is obsessed with youth. Like all very strong prejudices, the prejudice against older men and women is difficult to admit, much less to purge ourselves of.

Nonetheless, it seems that the possibility of a continuing education program at Barnard is an idea whose time has come. At the Barnard Forum last week, the topic was raised in many groups and received support from everyone. We feel that older women in classes could only broaden our education.

Still, it was disturbing to hear from one alumna who works in the Alumnae Office that while Barnard alumnae are encouraged to audit classes, they are discouraged from commenting and actively participating.

Barnard prides itself on serving the needs of women; this is one of the justifications for its existence. It is undeniable that continuing education for women is a need whose importance has grown tremendously as feminism has grown. Post-college age women are seeking wider career options; middle-aged women are trying to re-enter the job market after a prolonged absence or to enter it for the first time. A college education is essential to these women.

Part of a college education is associating with a variety of people. It is often commented that Barnard is not "the real world." Barnard, by nature and tradition, has attracted a relatively homogeneous student body. In the late sixties, Barnard and Columbia admitted many students who showed enormous potential, but who were academically unprepared for a Barnard education. This required much remedial tutoring, and, since most faculty members lacked the time or the motivation, many of those students—who could have been an asset to us—dropped out. Fortunately, it is easier in such pragmatic terms to rectify our limitation concerning older women.

President Breunig's closing comment at the Barnard Forum was, "Barnard College is committed to those areas where inequality still exists." We certainly hope so, but we feel somewhat as his listeners did, who seemed notably unmoved by the comment. While we realize it was a rhetorical statement, we would like to see its sentiment taken more earnestly to heart. The presence of older women at Barnard could only result in a positive learning experience for them and for us. There are many supporters of women's studies here, and we include ourselves; but we cannot hope to adequately educate ourselves until we have stripped ourselves of any elitism which excludes other women.

Students Display Talents in New World Theatre

by Kenin Spivak

Founded in the fall of 1974, the New World Theatre is a group of 20 Black students which, according to director Kuumba Edwards, "exists to provide an opportunity for Black students to develop and display their talents."

Originally a part of Columbia Players, the New World Theatre has produced three series of plays since its separation from Players early this year. The first, **What Minstrels See in Retrospect** was performed in the United Methodist Church because of a lack of space at Columbia or Barnard.

The second part of the series, two plays by Douglas Turner Ward (**The Brotherhood** and **Day of Absence**) were performed in Union Theological Seminary, also due to lack of on-campus space.

It was not until the third series (Philip Hayes Dean's **The Owl Killer** and **Junie**, by group member Margaret-Ann Thompson) that the group finally obtained on-campus space in the basement of McIntosh.

Director Edwards was pragmatic when discussing her group's setbacks in dealing with 'powers that be' at Columbia and Barnard. "As the newest group on campus, we have to find acceptance by both the administration and students," she said, adding, "We have not done so yet." Still, things are looking better. Barnard College has scheduled the New World Theatre's final performance of the year for Minor Latham.

Finding space to perform is not the only problem faced by the New World Theatre. The group's publicity director, Richard Claytor, said that only about half of all the Black students at Barnard and Columbia College have seen the group perform. And, he notes, attendance by 'white students is "practically nothing."

Despite its problems, however, the group is certainly fulfilling its mission of providing Black students with a chance to prove their talents before an audience. And, more importantly, it is doing a good job.

The recent series of **The Owl Killer** and **Junie** is a case in point. A story about working class hopes and disappointments, **The Owl Killer** starred Clifton Smith as the sixty-ish Noah Hamilton, a blue-collar worker who has worked at the same plant for more than 30 years. Smith gave a fine performance as a man who wants his

children to make something of themselves—and when they don't, he blames them for having made him support them while they were growing up.

Junie McNair was more than adequate for a part which did not truly test her talents. She plays Noah's daughter Stella Mae, a prostitute, who because of Noah's shame is refused entrance to his house. When Noah's son, the never-seen Lamar, has robbed and killed a man, Stella Mae comes home to ask her parents for money so that she can help Lamar escape from the police.

Caught in the middle is Noah's wife Emma, played by Sharon Robertson. Emma wants to help Lamar and Stella Mae, but she is unable to stand up to her husband. Unfortunately, Sharon Robertson was also unable to stand up to the test of her role. She began to fall out of character almost immediately, and by the play's end she had almost totally lost the characterization of the shuffling, slightly bent, Emma Hamilton.

The second play in the series, **Junie**, was written and directed by Margaret-Ann Thompson. A Barnard sophomore, Thompson demonstrated ability to color-in unusually convincing characterizations for such a short play. Although her script lacked some direction toward the end (including the complete lack of a conclusion), the effort was generally well conceived and executed.

The main exception to this rule was Jeanette McDaniels. Lacking the voice quality necessary to act her part without seeming to act, McDaniels' problems were compounded by the devastating coincidence that hers was

the least defined part. This was especially unfortunate since McDaniels played Sephonie, an aspiring young actress whose hope to make it big and leave the squalor of her working class background provided the play's central theme.

Sephonie's typical means of auditioning (we assume, since it is never made clear) is in bed. For example, with Giles Turner.

Graig Dellimore is just perfect as the sophisticated, aloof Turner. In the best written scene of the play, Dellimore charms Sephonie's mother Junie (Laverne Austin) and even pacifies her father, an insufferable drunk hilariously portrayed by Darryl Downing.

The one person Dellimore cannot charm is Malcom. Played by Hammond "Bunky" Briscoe III, Malcom really loves Sephonie and hates to watch what she is doing to herself. Briscoe is natural, and his well-written part permits him to realistically portray Sephonie's real friend.

One real friend, that is, with the exception of her mother Junie. Laverne Austin is terrific. She is convincing and moving as a woman who has had to live with her alcoholic husband's frequent vacations from the family, her son's drugs and now, her daughter's quixotic dream.

Gregg Tarver, as the unconvincingly addicted son, rounds out the cast of **Junie**.

Later this month The New World Theatre will be presenting a Black Bicentennial Musical in Minor Latham. Edwards looks forward to her group's first opportunity to work in a "real theatre." If the two plays I saw are indicative, then so should you. ●

Barnard Receives Mixed Reviews

(Continued from page 6)

Many of the alumnae commented on Barnard and how it affected them. The College received mixed reviews:

"To its credit, Barnard did make women students feel as if they could (and ought) develop to their greatest potential.

"Graduate school was boring after Barnard."

"The beautiful thing about Barnard and my life there was that I never felt at a disadvantage as a woman. Somehow, I always felt that

the possibilities for growth were there . . ."

"Barnard was a very devastating experience—intellectually and socially. The world has proved itself much kinder, accepting and rewarding."

"I believe I was not taken seriously . . . I hasten to add that I still appreciate Barnard for the profoundly meaningful intellectual and emotional development that I experienced there . . . If I had to choose a college today—I'd choose Barnard."

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NYPIRG

by Steven Shapiro

New York Public Interest Research Group (NYPIRG), is a statewide organization completely managed and funded by the students of its member universities. This group works for the public interest in various ways; filing class action litigation, working in the Albany legislature and researching crucial problems for the university community and citizens throughout New York State. It provides practical experience for students in all fields and enhances students' undergraduate experience because of this.

The question, then, is how to form a chapter on campus. Funding is the most difficult obstacle. At all of NYPIRG's member schools, the student pays either one or two dollars per semester from his student activity fees. Yet there is no similar funding mechanism at Columbia or Barnard.

This situation leaves two alternatives open in order to found a chapter of NYPIRG at Columbia and Barnard. First, the organization could apply for funding from the University for the 1976-77 academic year. This charter group would be an experiment. For example, two projects would begin and students would be able to see how a NYPIRG would function here. In addition, the experimental group would be researching possibilities for funding the organization by the students and initiating a full-fledged chapter of NYPIRG at Columbia and Barnard. The reason for this is that in order for the student board of NYPIRG, which manages the statewide group, to accept the chapter here as a member for the following year (1977-78), more money would have to be allocated, either by the students or the administration. To continue to receive administration funding in the future—if it were received to begin with—would undermine the essence of NYPIRG and the concept of an organization completely managed and funded by students. Should the charter group receive University funds, which seems unlikely at this point, it would have to research the procedure for initiating a full-fledged chapter of NYPIRG in addition to running a few projects.

Anyone interested, contact me, Shapiro, x6292, 1119 John Jay Hall. NYPIRG is for you, the students. It needs your help and support.

Barnard/Columbia Pt. II

(Continued from page 5)

from the cross-registration without charge, which caused what McGill termed an "implied subsidy from Columbia College to Barnard." Bulletin articles of the time are filled with familiar quotes from familiar people. McGill declared, "My hope is to press for a closer relation between Barnard and Columbia by developing very close ties between the two faculties," though he was "fully aware of the need to maintain Barnard's identity." In 1973 Dean of Columbia College Peter Rouncey was already calling for admitting women to Columbia and stated that that "the agreement is a generous gesture on the part of a large university to help a small institution." After the signing of the agreement, Leroy Breunig, then dean of the faculty, said, "Henceforth the word merger is taboo."

(Continued on page 13)

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Barnard/Columbia Pt. II

(Continued from page 11)

Well, the word merger has again been spoken and the story has not ended. Yet another agreement is in the making and there is no reason to believe that it will be the last. The Barnard-Columbia relationship has evolved over the years reflecting the needs and desires of students and faculty and financial constraints—but also society, changing views on women's education and education in general. As long as these factors continue to change, the Barnard-Columbia relationship will need to be continually redefined.

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Thursday, April 8

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Course Guide Keeps the Nastiness Under Control

(Continued from page 4)

of dissension are still existent. The major element of this conflict is the registrar's refusal to print Barnard student's grade transcripts, as does the Columbia office. When asked about this, Patterson strongly declared that he thought "the publishing of grades inappropriate, and an irrelevant dimension in the selection of courses."

However, it seems that many Barnard students disagree with our school policy. Nina Keilin, '76 and Cheryl Friedman, '77 both assert the importance of knowing the professor's standard of grading. Friedman, a sociology major, insists that "it's not a matter of wanting a gut course, but students here are expecting to go on to graduate schools, and negative or positive—it is a factor that the administration must recognize."

As far as the Barnard faculty's reaction to **Course Guide** goes, Mark Baker, a former editor-in-chief, maintains that certain Barnard departments are tighter-knit and "consistently evasive." He called their attitude "hostile" and cites the scant 17 percent response of the English department as proof. And, as Widlanski assessed the situation, "When such a large faction of a department does not hand out questionnaires, they are trying to cover up inadequacies."

Yet some members of the Barnard faculty have defended themselves by maintaining that they have handed out the questionnaires and their resumes never appeared. The editors of the review book have explained this as a logistical problem. The **Course Guide**, they said, will not publish a review with an insufficient number of student responses, which would invalidate the statistical reliability of the resume.

As far as the reliability of the **Course Guide**, the staff is quite candid about their expectations. "**Course Guide** is not standardized; we cannot reach all of the students in every class," Baker said, "and the administration cannot force any professor to submit to **Course Guide** evaluations."

Lehman further stated that the statistics and the essays in a resume are not necessarily consistent. "The statistics have an accuracy of plus or minus three, but the essays are the crucial part of the report." He also observed that students always tend to overcompensate the professors in the numerical evaluations, and will be

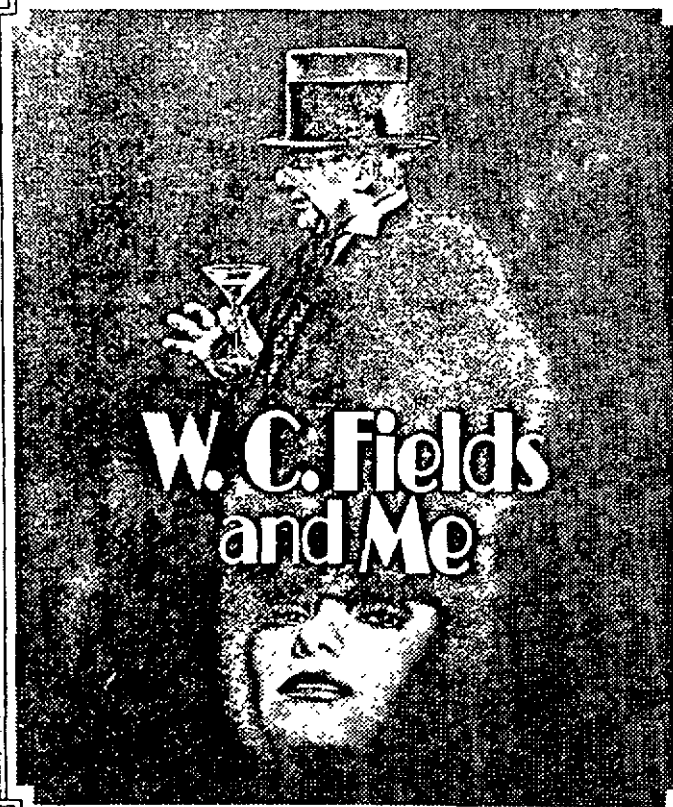
more honest and often overturn high statistical assessments with frank and unreserved remarks in the essay section.

To return to the cooperation between the Barnard students and the **Columbia-Barnard Course Guide**: Margaret O'Connell, '78, is the only Barnard student with any real editorial position. She dedicates time to the **Course Guide** because she believes "there should be student input into a cause that serves our needs so well."

O'Connell found herself extremely welcome, and was given responsibilities immediately. Her remarks substantiated the claims of the editors who repeatedly verbalized their frustration in getting Barnard students to devote effort to the **Course Guide** organization.

As David Gorman explained, "**Course Guide** is the one organization on campus that caters to all undergraduates. We all form one pool and we should all be represented." ●

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Barnard Forum

(Continued from page 3)

corner with all the other Barnard girls."

Topics that seemed to arise in all the groups and that sparked much debate were student/faculty relationships, women's studies, and whether New York can really be called Barnard's "laboratory."

After the groups met, the rapporteurs organized a summary of the Forum which Breunig presented over dinner. He received the most reaction

from his comment, "At least we are not F.I.T. chicks," which caused a clamor lasting two or three minutes.

The groups, Breunig said, were "unanimously against merger," and he said there was a "general sentiment supporting women's studies." Problems discussed included "fragmentation," pre-professional pressure, a lack of communication between residents and commuters and a feeling that there is too much "hostility" between Barnard and Columbia.

Suggestions included selling Holly House to raise money, increased summer use of the College, a re-establishment of the "assembly," and the admitting of older women to Barnard.

According to Dean of Students Doris Coster "My impression is that the Forum engendered a tremendous feeling of mutual interest and support for our College. Therefore, it accomplished its primary purpose of creating an opportunity for the sharing of concerns."

Suzy Chiffa, three-time world freestyle ski champion

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Sports

Coming Events

Crew

Saturday, April 10 . . .Princeton, away.

Sailing

Saturday, April 10 . . .NEISA Owen Trophy at Harvard.
Saturday, April 10 . . .MAISA Elims at Maritime.

Tennis

Wednesday, April 7, 3 p.m. . . Vassar, away.
Thursday, April 8, 3:30 p.m. . . Fordham, away.
Friday, April 9, 3 p.m. . . Briarcliff, away.

Game Results

Crew

March 27 . . . Yale Varsity first
. . . Yale Junior Varsity second . . .Barnard Varsity third

Fencing

March 30 . . .Brooklyn 14 . . .Barnard 2.

Sailing

March 20 . . .MAISA Kings Point Kinghy Frostbite . . .6th out of 9.

Crew — a Stroke of Bad Luck

The Barnard Crew challenged the Yale Varsity and Junior Varsity teams on Saturday, March 27th, in their first race of the season. The three boats competed in the 1500 meter event during windy weather and on a rough Harlem River. Yale Varsity finished with a winning time of 4:54. The Yale Junior Varsity boat which included several Varsity members, according to Yale Captain Chris Ernst crossed the line second with a time of 5:04. Barnard followed eight seconds later.

Though disappointed by the loss, Barnard's team members felt they had generally rowed well. Stroke Karen Kidwell remarked, "I think we started well, but we were erratic when we settled. Inexperience was the major factor." Captain Joan Richards commented, "This was the first time we've rowed a 1500 meter race. Our previous spring races have been 1000 meters. It means training much harder, but I was as pleased as one can be about the race. This was our first

race of the season and Yale is a championship crew. We pulled hard and I expect we will improve throughout the season."

Despite Barnard's defeat, the crew had made marked improvement over past competitions against Yale. Two years ago Barnard lost the 1000 meter race by one minute and lost last year by 25 seconds. This year, however, they cut their time by seven seconds and rowed an additional 500 meters.

The Yale squad is certainly better trained than Barnard. It includes two members of last year's national boat which won a silver medal at the World Championships. The Yale Varsity also finished third at the Eastern Sprints last year. The Yale Women's team furthermore, benefits from Title IX; its budget is over \$33,000. Barnard's \$800 (augmented slightly by bakesales profits and contributions from coach Paul du Pont) certainly puts the Barnard team at a disadvantage. ●

Tennis Swings Into Action

by Martha Loomis

Students have been playing tennis for many decades at Barnard. But only this year has a varsity team with a full competition schedule been developed. Tryouts for this spring season were held last November. The chosen 10 have been working out since in the Barnard gym and recently in Riverside Park.

Marian Rosenwasser, the often quoted director of the Committee on Intercollegiate Athletics, also coaches the tennis team. Supported by the player's enthusiasm, she has laid a strong foundation for the fledgling team. After months of practice, she concluded, "The girls worked really hard. They have improved tremendously since last fall and work well together."

Through Jack Rohan of Columbia's Physical Education Department, Rosenwasser has arranged for her team to use courts in Riverside Park. The team works out on Tuesdays, Thursdays, and Fridays during Columbia's gym classes.

"Columbia has been very helpful in this respect," Rosenwasser explained, "and seems to want to support our efforts." Columbia has use of the courts for classes because of an agreement in the sixties when the College assisted the Parks Department in the construction of the courts.

Barnard's three strongest players, Captain Eva Kaldor, Gail Page and Liz Gorzki practice and compete as singles while the others compete in their stronger form of doubles. Laraine Field, player and assistant coach, subs in singles or plays in doubles. Because of a neck injury last summer, Field is not always able to play. She has played tennis for many years and has taught for four summers. Praised by both Kaldor and Rosenwasser, she helps run drills and points out weaknesses of the players. Field too seems satisfied with the team. "The team is like a family in a way. I go and stay after hours and don't mind it because I really enjoy it."

The team members have also purchased warm-up suits which reinforce the already prevalent cohesiveness of the team. Sporting their new attire, they began their six-meet season last Friday when they challenged Marymount. The season culminates with the Middle States Intercollegiate Tournament at Princeton during the last weekend of April and the Ivy League Seven Sisters Tournament at Yale the following weekend.

The members use their own cars for transportation which as Rosenwasser pointed out "is not most desirable but this is the team's first year." She continued, "We have no courts. We'll travel." ●

