



## Feminist Betty Friedan Calls for Women Against Reagan



Betty Friedan

by Cindy Kaplan  
Betty Friedan, author of *The Feminine Mystique* and *The Second Stage*, opened the Seven Sister Conference, held at Barnard this past weekend, with a lecture entitled, "The Role of Women in Elections."  
In her opening remarks, Friedan, a leading feminist, said "This is a time of great urgency for women and for the nation." She discussed the "real 1984," as opposed to Orwell's version of 1984. Friedan recounted a recent television interview in which she was asked how close to Or-

well she thinks we are. She replied that there are frightening similarities, both in the communist world, and in ours, however, "Orwell didn't predict the emergence of little sister."  
The nation is experiencing an "unprecedented significant voting behavior of women," according to Friedan. Until recently women were never a political concern because they usually voted as their husbands did, she noted.

In the last four or five years, however, there has been an emergence of the independent woman. Friedan cited the twenty point spread in voting between men and women, acknowledging that the majority of women voted against Reagan.  
"The gender gap doesn't show on issues of women's rights but manifests itself on basic issues and values of life," Friedan said. She continued that women are worried about the missile build-up and that Reagan will cause a nuclear war. Friedan characterized women as outraged at the destruction of services "essential to life" such as Social Security, food stamps, environmental protection and student loans. She believes that the modern women's movement is bringing the traditional values of life into the political sphere.

"We emerged from the feminine mystique and feel confident in our ability to do something," Friedan said, explaining why there are six to eight million more women than men voting. "Women do have the power," Friedan asserted in a call for mobilization in this "time of political urgency."

Specifically, Friedan, who is running as a delegate for Walter Mondale, a Democratic hopeful in the Presidential race, stressed the need for mobilization of women against Reagan. She said that in order to get the E.R.A. passed, or even laws which women have won but are ignored, put into practice, "We must get rid of Reagan."  
"If we don't do what needs to be done in 1984, God knows what will be left in 1988. There is not time for games," Friedan warned. "Your generation has no business being apathetic."

Friedan wants a president who is committed to "women, blacks, and the environment—not just the interests of big business." The president must be "schooling in the democratic process, we don't need a nuclear dumbbell."

In a question and answer session which followed, Friedan clarified earlier remarks. She said she would not be unhappy if the gender gap disappeared as a result of men "adopting the values of life." If this gap is indeed a "temporary phenomenon," Friedan said, "Good, good, good."

Asked to predict the future of the Women's Movement, Friedan said she is not afraid that it "will go out of business" as it enters mainstream American politics. "We must continue to evolve and move forward—it will be on a larger sphere of being tuned into life."

Friedan concluded that we should all "Get on with it with urgency."

On Saturday morning, Professor Emeritus and Special Lecturer in the Barnard

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## Recent Grant Brings BC Close To 20M Goal

by Lydia Villalva

Barnard College became the recipient of a \$264,000 grant from the Pew Foundation Friday, February 17, announced Barnard President Ellen V. Futter. The grant will be used to fund an academic computing center in Lehman Library said Futter.

The grant brings the total amount of money given to Barnard by the Pew Foundation to \$750,000 and advances the Barnard Capital Campaign to "well over 18 million," said Ira Berger, Director of Development.

The Center will be used for "micro-processing, general usage, and the teaching of quantitative reasoning courses" and is expected to be ready by the fall of 1984.

according to Futter.

The grant is the third such gift made to Barnard by the Pew Foundation. Berger said, "The foundation has been interested in Barnard for the last four years. Their total contribution is over three quarters of a million dollars." The Foundation's first grant allowed Barnard to make the campus accessible to the disabled community and the second was to renovate the psychology department.

Berger calls the fact that foundations such as Pew have taken such a financial interest in Barnard an "extraordinary" statement about the College. "They are simply interested in what we are doing," commented Berger. He added, "It is very satisfying to receive such support."

## Large BC Colloquia Limit Students

by Debby Feyerick

Overcrowding has beset Barnard colloquia. The colloquium, originally designed for 10-25 people contains up to forty people, which, according to Barnard English Professor Maire Jaanus is a "lecture class not a colloquium."

The colloquium became part of the Barnard curriculum in 1973. Initiated by English Professors Barry Ulanov, a former chairman of the English department, and Maire Jaanus, the colloquium was designed to give students a chance to sharpen their skills in a particular field. The colloquium is geared primarily toward majors or students interested in the field.

Students enrolled in the colloquium are required to submit a paper nearly every week. At scheduled conferences, professors examine the papers on a one-to-one basis. However, due to overcrowding, "a teacher may have up to five hours extra

conference time per week," observed Jaanus.

Sign-up sheets, posted by the department are "supposed to control the amount of people who sign up," stated Virginia Shaw, Barnard Registrar. Because students need the department's permission to take the class, this can also be an effective way to limit class size. "We don't see how many people are in each course. That is up to the department," stated Shaw.

"The number of people in the course is difficult to plan," said Jaanus. Though attempts are made to limit class size, an unexpected number of people who need to fulfill a requirement show up at the course. "It is the college's problem, not just the department's," observed Jaanus.

Barnard offers approximately 15 colloquia in the departments of Anthropology, English, Political Science, and Women's Studies. But, overcrowding oc-

curs mainly in the English department which has doubled its number of majors.

The colloquium meets once a week and gives students a chance to exchange views with other students and the professor(s). Due to overcrowding, professors feel that students do not participate as often and therefore do not get as much out of the colloquium as was originally intended.

The disciplinary colloquium attracts professors from other fields to incorporate what they know on a designated topic. Students lead most of the discussion sessions while the professor serves as the moderator.

In case you think this is wasted space, it's not. We call it Creative Gray Space at its finest. Now you know why we are journalists, not comedienne. Good luck on those midterms!

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# OPINION

## Letter to the Editor Absence of Apathy in Award

To the Editor

The article written about the Emily Gregory Award Nominations, (*Barnard Bulletin* February 8, 1984) made it seem as if only one person was nominated. Professor Janes was chosen from among ten other nominees.

Eleven nominations were received all together and read by the McIntosh Activities Council. Although the deadline for nominations was extended twice I think it is important to emphasize that this was due to the timing of our deadlines rather than the lack of qualified candidates. Many students had picked up information and

guidelines just prior to final exams, therefore it is not surprising that we received no responses. The second deadline occurred during the winter break and elicited no responses either.

When given sufficient time at the beginning of the spring semester, during a non-exam period, we were flooded with nominations.

All of the essays received were very good and Professor Janes very much deserves the honor of receiving the Emily Gregory Award.

Lisa M. Maxwell, President  
McIntosh Activities Council



IM GETTING WORRIED ABOUT THESE SMALL, INDEPENDENT PHONE SYSTEMS...

## TIME EQUAL TIME EQUAL TIME

In early December I received a phone call from Shari Halpern, an education student at Barnard. She invited me to address the class in which she was the student teacher at P.S. 75 on the subject of disability. I enthusiastically accepted the invitation although I was at a loss to know how to speak to 25 fifth and sixth graders on the vast and complex issues concerning disabilities. I contacted my friend and fellow alumna, Vicki Winslow, to join me for moral and intellectual support. I realized that if the two of us could not fill 45 minutes, Vicki could always demonstrate her guide dog, Armed with Honey, the dog, and all of the low vision audio-visual aids we could carry. Vicki and I began the walk back to elementary school.

The ten minute walk gave us time to prepare our lesson. First we wanted to explain that we were both legally considered blind although our visual disabilities are quite dissimilar. I brought my government issue recorded tapes from Recordings for the Blind and a large print book. Vicki brought a Braille magazine and Brailled alphabets. By exhibiting our hardware we hoped to show the subtle and diverse meanings of the term "blind." If successful, this exercise might prevent or help to dissolve the stereotypes often attached to blind people.

Our second goal was to try to show through the technology we carried in the form of tape recorders, speaking clock, and calculator, as well as in our less visible college degrees, that disabled people are competent and capable people able to compete in a sighted world.

Our final concern was how to present the disability issue frankly without frightening the children. Shari Halpern told me that after the class teacher, Ms. Woods, informed the children that two blind women were coming to speak, one boy cried because he was terribly frightened. Vicki and I resolved to present ourselves with an air of competence, without being stoic or maudlin.

We entered the classroom with these lofty aspirations, hoping to keep the attention of the children for more than five minutes.

We began our discussion with two questions:

"What does it mean to be disabled?" and "How does a visually-impaired student function in school?"

Vicki's explanation and demonstration of the Braille system, together with a description of tapes and large-print materials offered quick, practical solutions. The idea of vocal computer terminals and other technologies seemed to alleviate the stress of imagining print-blindness for some of the children. "I didn't know there were so many things for blind people," stated one sixth-grader, who was particularly impressed with my large-type copy of *Mutiny on the Bounty*. Both Vicki and I made a point of mentioning the cost of our aids because so often the expense of a chronic disability is unknown or ignored by non-disabled people. "It is very expensive to be blind," a fifth grader realized.

Although both Vicki and I have had to deal with blindness through most of our lives, we explained to the children that it was impossible to answer the question of what it means to be disabled. We asked the children for specific questions, hoping that our answers and comments might help them to understand their own feelings about disability. We wanted to dispel myths, destroy fears, and exchange pity with empathy.

One of the boys told the class that he was afraid of a blind man he often saw in this building because the man "came after" him with his "stick." Vicki explained that the cane was a tool to feel his way around. Several children asked me how I felt when I began to lose my vision, if I cried or was upset. Vicki and I both tried to explain the "give up" or "go ahead" process we have come through in our lives.

Several questions pertained to the

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## Bear Essentials\*

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x2024, Office of the Dean of Studies, or to come to 105 Milbank as soon as possible regarding the mailing of their letters of recommendation.

GRADUATING SENIORS are reminded to file cap and orders by FRI., FEB. 24, 209 Milbank, for MAY '84 graduation.

REGISTRY FOR CHOOSING A MAJORITY: Planning and discussion for SOPHOMORES and interested freshmen on MAR. 2, 2 PM, 405 Milbank.

EXCHANGE MEDS: Representatives of the medical program at Lille, France, will be available to talk to interested students on WED., FEB. 22, at 202 Hamilton, 1:45-3; Call x2446 for more information.

PRE-LAW: There will be a "one-session course" at the New School on TUES., FEB. 28, 6-8 PM, featuring the Deans of some local law schools and moderated by Dean Rowland. Topic: Future Trends in Legal Education. Call x2024 for further information.

GROUP THERAPY: Students interested in participating in group therapy are

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GRADUATING SENIORS interested in subsidized study at Oxford for either a second B.A. or a postgraduate degree should see Mrs. King, Senior Class Dean, 105 Milbank by March 1.

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TELECOMMUNICATIONS: Learn about the business opportunities for those with good analytical ability and a willingness to learn. Barnard alumna and student will talk about their work in this fast-growing field. TUES., FEB. 28, 4-5:30, Brooks Living Room.

INTERESTED IN TEACHING? Come to meet a representative of Personnel Data Systems, a private school teacher's referral bureau, THURS., FEB. 24, 12-1, 11 Milbank. Neither fee nor N.Y. State Certification necessary.

\*Important information provided by the Student Service offices as a paid announcement.

## Letters to the Editor Welcome

### Barnard Bulletin

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Published weekly (Wednesdays) during the academic year  
ISSN 005-6014

# Pro-Choice Professor Speaks Out Against The "New Right"

by Jann Stanley

"Abortion As a Human Right" was the topic of a Bag Lunch Seminar on February 14th, co-sponsored by the Center for the Study of Human Rights and the Barnard Women's Center. The speaker was Rosalind Petchesky, professor at Ramapo College School of Social Sciences and Human Services, Rockefeller Fellow in Human Rights at the Center for the Study of Human Rights (1980-1981), and author of *Abortion and Woman's Choice*.

The focus of Petchesky's talk was to present abortion not only as a legal right but, more importantly, as a fundamental social right. She argued that the right of abortion is based on an individual's right to control his or her own body, a premise which is "necessary for any society." She added that there is a "gap between the constitutional right and practical access" to obtaining an abortion, especially for poor and very young women. In order for them to gain access, Petchesky continued, the state must take more responsibility in providing pre-natal and post-natal services. According to Petchesky, six out of ten public hospitals in the United States provide no abortion or family planning services, while Medicaid funding for abortion is available in New York and sev-

eral other states. She argues that abortion and pre-natal care should be recognized as a public health service.

In offering her point of view, which she described as feminist, Petchesky criticized both the "neo-conservative" politic and the "new right." She explained that the neo-conservative position "resurrects the classical definition of privacy in order to defeat the idea of social rights." Neo-conservatism favors decreasing public

funds for abortions by using the legal argument that the state has no obligation, and the moral argument that women who get abortions are selfish and "don't have to pay for their sins—that they get something for nothing." Petchesky sees the neo-conservative politic as having shoved aside the "new right," a movement which essentially "adopted wholesale the position of the Right-To-Life Movement [that] abortion is murder" and whose "ultimate

goal is a constitutional amendment making abortion a capital crime." Petchesky contends that the new right is "almost as dangerous as the people that they targeted as their enemies (such as feminists and gays)" because by directly confronting issues concerning sex and sexual rights they "make policy-makers uncomfortable," and they "delight in the liberal ideology of free choice."

Petchesky criticized the current administration's policy of cutting funds for abortion and pre-natal services as "involving an attack on the working class-labor movement." In addition, she said these cuts "help to reassert the value of the patriarchal nuclear form, reaffirm the power of the private sector in the economy, and enhance the power of the state itself." She argued that the state decreases funds for social services and redirects them to ward militarism, thus diminishing its role as a service provider and strengthening its position as a world power.

In response to Petchesky's speech, Amy Bachrach, Assistant Director of the Barnard Women's Center and "vigorously pro-choice," agreed with Petchesky's emphasis on abortion as a social more than an individual right. She also supported

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# An Invigorated Economic Sector Requires Protection And Planning

by Rosemary Siciliano

Barnard Professor of Economics David Arsen predicted that U.S. industry would begin to meet the "severe competitive challenges" it now faces from Japan and the Western European nations. However, in meeting these challenges, "the increased competitiveness of U.S. industry will lead to a lowering of the standard of living" for most Americans, said Arsen during last week's Thursday Noon Lecture.

In his lecture entitled, "A Case for Industrial Policy," Arsen told students and faculty members that he didn't "see any simple way out" of the decline in competitiveness of manufacturing and the slowdown of productivity in the American economy. Arsen charged that there exists an "ideological set of blinders that prevent us from implementing an industrial policy correctly." He called for a domestic policy to replace the objective of full employment with those of better environmental control and job control, improved conditions in the work-place, and affirmative action.

Arsen stressed the need for an industrial policy that would improve the growth rate in manufacturing, which plays a key role in determining the overall direction of the economy. It has been shown that a high rate of growth in this sector is highly correlated with increases in wealth and GNP.

At present, shaping up industry will entail the elimination of obsolete equipment and facilities, which will increase unemployment as well as lowering wages in order to cut firms' costs and free up capital for investment. Although the immediate result would be a lower standard of living, the hope is that a tighter, more efficient manufacturing sector will emerge and invigorate the economy as a whole.

"The U.S. is in an important transition," Arsen explained, "and the restructuring going on in the U.S. is very, very important." Some of the changes taking place in the economy include a high level of merging and centralization in industry, government relaxation of anti-trust laws, and broad changes in industrial relations.

In addition, institutions are needed to stabilize the economy to coordinate finance and manufacturing capital, steady relations between labor and manufacturing, and maintain high demand. Crucial to the formation of such institutions is that they be able to change and adapt. If they cannot, "the institutions can themselves generate a decline" of the economy, said Arsen. The inability of international institutions to adapt to changes in the world economy has led to the breakdown of institutions like the IMF, the World Bank, and the dollar standard that was established

during the post-war period. The institutions were meant to "promote global maximum welfare," and to bring the third world nations into the economic system. However, as the competitiveness of Japan and the Western European countries increased, the position of the U.S. deteriorated, and America could no longer be the stabilizing "big spender" upon whose existence these institutions depend. The result is a de-stabilized world economy.

Arsen asserted "The U.S., therefore, must become more insulated from the world economy." He prescribed a protection of industry by government similar to the protection that aided Japan and countries like West Germany to achieve rapid growth during the 1960's. He further recommended the increased responsibility of the state in guiding and planning investment. Finance capital should be domesticated, Arsen told the audience, and "any program to increase employment will fail without this."

Concerning the political feasibility of greater state intervention and protective policies, Arsen admitted that the idea was "somewhat utopian." State-guided growth would have to be an evolutionary process. He continued, "This may not be ready for Congress, but these are ideas to be taken seriously."

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# Friedan

*Continued from page 1*

Sociology department Mirra Komarovsky speaking on "Gender Roles in Flux" began with a proposal which she hoped the audience would challenge. "I enjoy challenges," said Komarovsky with a smile.

Her proposal was that feminine and masculine roles in contemporary society prevent massive inconsistencies. Komarovsky suggested that this is caused by the problem of a lead/lag situation in which certain sectors experience rapid social changes while other sectors display resistance.

In 1976 Komarovsky published *Dr Lemmas of Masculinity: A Study of College Youth*. Describing it as a study of college seniors in an Ivy League male college in the Northeast, Komarovsky invited speculation which drew laughter as she quite obviously described Columbia.

Quoting directly from interviewed students, Komarovsky revealed many double standards which existed. Many men expressed a wish for an intellectually rewarding relationship with a woman but their later comments revealed that what they had actually meant was that they wanted an appreciative listener. Another example of double standards was a supposed acceptance of career oriented women which is inconsistent with such comments as "Women in the legal profession are a threat to all men in the legal profession."

Such attitudes are bound to exacerbate role conflicts in women. Komarovsky said. She went on to cite her current study of a sample of Barnard students whom she followed through their four years here. She stated that there is an inventory of problems which women face in relationships with men. The first is dating rituals in flux. That is, although women will now call men, it is rare that they will make the first move for fear that they will be labeled as too aggressive.

A second problem on the inventory list is the question of who pays. Komarovsky cited the symbolic significance of money which often distinguishes between a date and just friends. There is often a confusion of cues which have become difficult to interpret according to Komarovsky. She termed it a "double dose" situation in which everyone tries to reach out for the good points which are contained in the two sets of traditional and egalitarian roles.

Other problems were described as "a woman's desire for a sensitive, old-fashioned man who may not share her feminist ideas" and "the scarcity of resources for egalitarian roles (such as job-sharing and child care programs)."

"We are all caught on the horns of a false dilemma," Komarovsky said. She emphasized that a third option exists in which neither the man nor the woman is the boss. Such qualities as courage and warmth and strength and sensitivity do not have to be split and allocated between the sexes. Komarovsky stressed.

She concluded her discussion with a hope—more than a hope—a belief that a

society will come into being in which neither sex is the second sex."

On Saturday afternoon, the conference featured a lecture by Professor Diana Zuckerman. It was entitled "Seven Sister Study: Women's Hopes and Dreams."

A Smith graduate and professor at Vassar, Zuckerman was chosen to head a Seven Sister college study. The study, which began in 1980, was originally conceived as a study of female pre-med students. It was broadened, however, to include all four-thousand women in the classes of 1981 to 1985 and also four-hundred men in these classes at Harvard and Vassar. The class of 1985 was not fully considered and its study may not be completed due to a lack of funds.

Results of the questionnaires which had been distributed to everyone revealed that ninety-one percent of the women planned to obtain a graduate degree. Twenty-five percent of them planned for a doctorate or professional degree. The sta-

*Continued on page 12*

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IN BRIEF

# Past Success Prompts Second Series of BC Open Houses

by Susan Bobroff

The Barnard Admissions Office is sponsoring its second annual series of Open Houses on February 23-24, March 1-2, and March 22-23. The purpose of the Open House is to introduce all applicants to Barnard. This gives them the opportunity to visit the campus, attend classes, stay overnight in the dorms, and meet students, administrators, and faculty said Associate Director of Admissions Carol Gill.

Gill, who organized the program, noted its overwhelming success last year. "Of those who came to the Open House and were subsequently admitted, the yield was 54%. In other words, 54% of the admitted students decided to accept our offer of admission as compared to the group of admitted students who did not attend the Open House. Forty-nine percent of them chose Barnard. Those figures are very good. Most colleges fall far below even the 49% yield," Gill commented.

Gill explained that the admissions office is expecting a turnout of approximately 200 applicants at each Open House. The turnout should be particularly heavy on the first and third dates. That's just when high school vacations seem to come, she said.

Included among the Open House activities are workshops, a faculty student panel, and the option to attend as many as three college classes. At the student faculty panel, entitled "The Tradition of Excellence," three members of the faculty will speak about academic life at Barnard.

and three students will speak on a range of other topics. President Ellen V. Futter is scheduled to greet students at the faculty student panels.

The Open House program began two years ago expressly for minority applicants. When it was expanded to include the entire applicant pool last year, no one knew how they would turn out. Now there is a great deal of cooperation and enthusiasm being generated by every group in the college, ranging from the student body to faculty and administrators, Gill noted.

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## Constitution Needs Votes

by Michelle Sorek

One hundred and thirty additional votes are still needed to ratify the constitution of the Student Government Association of Barnard College. According to Judy Barry, Vice President for Student Government, the main reason for students' lack of interest and involvement in the ratification is the fact that this is not an exciting issue but one that is necessary and therefore it does not attract the attention of many people. Oddly enough, notes Barry, the changes in the Constitution will directly affect Barnard students, yet they are unwilling to involve

themselves. When asked to cast their votes, the usual replies are, "I'm late to class" or "I have no time now. I have to go." Barry added that students are given every opportunity to ask questions if they do not understand the proposed changes. Advertisements were placed in the *Bulletin* and flyers were put up to encourage student participation. Barry noted that some students inquired about the Constitution and its significance but noted that it was all within the same group of students.

On March 5 and 6, a special election

(Continued from page 12)

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# FEATURES/REVIEWS

## Barnard Student Leads Double Life With Ailey and Academics

by Amy Clyde

Since the movie *Fame* the High School of the Performing Arts in New York City has symbolized the threshold of stardom for students of the arts. Elissa Rosati, graduate of the High School of the Performing Arts and a freshman at Barnard, is living the dream created in *Fame*.

After graduation from high school Rosati entered the two year merit scholarship program at the Alvin Ailey American Dance Center. Her deferred admission to Barnard last year made it possible for her to devote herself completely to the full time program for a year. This year, however, she is accomplishing the impossible: a full time class load at Barnard and a twenty three hour a week schedule of classes and rehearsals at Ailey. A self-proclaimed perfectionist, Rosati explains her ability to juggle two demanding worlds: "I have a will that if I put my mind to do something it gets done."

Rosati's determination is crucial at this point because, as a student in the Ailey school, she is a candidate for the company. Her skill and dedication are constantly being evaluated. In the summer she will know if she is in or out. If she makes the

company, she will quit school immediately. If she does not, determined to dance, she will audition for other companies, and if successful, will put off school until her dancing career is less time-consuming.

"I'm tired of spreading myself too thin," says Rosati, claiming that it is impossible to do justice simultaneously to both dance and academics. She fears her enrollment at Barnard may hurt her chances of moving into the company. With her attention divided, her devotion to dance may be called into question. Her major reservation about combining dance and school is that despite her love for both worlds, she experiences the hard work of both without any of the relaxation. As it is, she has had no time to make friends at Barnard outside of her suite.

True friendship at Ailey is equally hard to find because the extreme competitiveness of the program leads to gossip and "cattiness." Rosati describes the dance center as "political." With the right allies, one succeeds. Rosati's ally, Penny Frank, a teacher and choreographer at both Ailey and the High School of the Performing Arts, is her ticket into the second company.

Rosati is aiming for Ailey's second company, a touring group with a limited contract. Rather than the first company which is the most prestigious but is also the most commercial. In regard to his first company Rosati said, "Ailey has become mostly interested in the box office."

The Ailey style has changed since the 1960s, becoming progressively more of a "crowd-pleaser." Originally, for example in his dance "Revelations," Ailey took risks. His signature was a revolutionary combination of Lester Horton, Martha Graham, jazz, and codified primitive dance techniques. Today, Ailey and the choreographers he hires emphasize ballet-like movement.

Rosati laments his change in style and attitude. Whereas he used to value "the powerful performer," he now features "the beautiful ballerina." Moreover, the dances have become trendy. For example, there is "the disco piece," and "break-dancing" has been introduced into choreography.

Like any other billion dollar business, the dance center is under pressure to produce. That almost always means com-

mercialization. The commercial popularity of the organization was abundantly clear at the twenty-fifth anniversary gala held in November. On that occasion, five-hundred patrons paid over five-hundred dollars each for a seat. Ailey fills the house because of the range of dance that he offers, but in catering to all audiences, he compromises, perhaps, his experimental vision.

Despite her reservation about Ailey, Rosati is determined to dance. Broadway, her own company, and teaching figure largely in her dreams for the future. In her own words, "The possibilities are endless."

Unlike her fictional counterparts in *Fame*, Rosati is strikingly down-to-earth. She claims that if prevented from dancing, she "wouldn't feel cramped." The sciences are her great interest and a potential alternative to dance as a career. This nonsense approach to life and art may very well be what leads to her success in the future. If you want to catch a rising star, Elissa Rosati will perform at the Alvin Ailey Dance School, 1515 Broadway, on April 29. The date is tentative, so be sure to call 997-1980 for further information.



Elyssa Rosati

Photo by Armet Kucharski

by H. W. D. P.

"Love makes one feel connected to everything." In writing *SHE* Barnard Professor Maire Jaanus' intention, it seems, was to make us understand the importance of this statement. There is, the woman in *SHE* says, "a difference between pleasure and bliss," a difference between vision and touch. To her lover, Adrian, she pronounces "love is blind because love is touch." Vision puts you *before* me; touch allows me to be *with* you." This distinction between pleasure and bliss, vision and touch is according to *SHE* one of the more (if not most) important aspects of living. It seems that Jaanus wants us to realize the necessity of living by (and for) our passion. She feels that "denial and suppression produces sterility, ashes."

In the book, the narrator, a middle aged woman, has been married, divorced, and is presently in the mundane midst of her second marriage. Most of her pleasure is derived from her young daughter and her job as an English professor. Sufficient though her happiness seems, it takes Adrian, a twenty year old student taking her literature course to open up another dimension in her life. Through Adrian she is able to become the embodiment of the bliss that her life lacked. From this moment on everything changes, her life finds a new focal point, a new center. For her, he is the ultimate evocation of bliss.

Jaanus seems to have felt that an extreme situation such as this was necessary to impress upon us the extent to which a person *should* go to fully realize his/her passions, to experience the ultimate bliss rather than settle for the mediocrity of simple pleasure. The woman in *SHE* is frightened. She is overcome by Adrian who is so much younger yet seems to have accepted emotional and bodily fulfillment as a lifetime priority. And he is intent on living his life

BC Prof. Jaanus proclaims:  
"Love makes one feel connected to everything."



in full accordance with this priority. She realizes that if he had many lives he would go after success, money, pleasure, but because he had only one life he would live it for love. Through Adrian she is converted to (not to mention consumed by) this philosophy.

She begins to realize that these passions are with all people and must be acknowledged in order to go beyond the ordinary, the mundane, the mediocre. She is willing to surrender her life to passionate bliss and freely admits her readiness to abandon her career, her marriage, her bourgeois security for Adrian—all that he represents and all that he gives her.

But treading through the web of adjectives, the quips of philosophy, and the excess of dropped names becomes excruciatingly tedious. At times her thick emotionalism is hard to follow and not fully penetrable to its origins. We are told over and over again *how* the woman feels but never *why*—why should she allow herself to carry on this way? Our exposure to this woman's personality is limited to an interminable stream of consciousness that bombards us with the gushy details of love, passion, and sex.

To understand *SHE* we must overlook this literary excessiveness (there are just plain too many words saying the exact same thing) and concentrate on the effect the woman's passions have on her life. If she is willing to give up her established life style to her newly found state of bliss it is worthwhile to contemplate her reasons and her values. Perhaps the much quoted D. H. Lawrence, Merleau Ponty, and Emily Bronte have left us with an inheritance of emotions and potentialities. The woman has integrated their messages not only in her classroom but in her personal life. Too bad we don't know if it is possible to receive (and live) this legacy in its most literal form.



Photos by Sarah Doherty

# Illusion of The American Dream Shattered By Piercing Reality of Life In El Norte

by Lydia Villalva

*El Norte* is a movie not to be missed. On one hand, it is a startlingly accurate account of the Central and South American immigration explosion currently taking place in this country, and of the subhuman treatment many of these immigrants experience. On the other hand, *El Norte* is a visually stunning film that engulfs the viewer with vibrant colors and haunting Indian melodies to evoke the mythical aura of deeply rooted customs of an ancient people.

Directed by Gregory Nava, *El Norte* captures Zaida Silyia Gutierrez and David Villalpando as the sister and brother, Rosita and Enrique, who are forced to leave their beloved Guatemalan home and simple lifestyle when Enrique avenges the political murder of his father.

With only the clothes on their backs and a small tilt of cash, Rosita and Enrique set out for El Norte, where they have heard that even the poorest American can become rich just by working hard. Here everyone possesses the luxury of an automobile and a toilet that flushes.

After a long bus trip through Mexico, Rosita and Enrique arrive in Tijuana, where many others like them await their chance to cross the Mexican-American border. Having never left their small village and with an inherent trust in the goodness of human nature, Rosita and Enrique become prime targets of exploitation from both sides of the border. Coyotes offer to take them across the border for a high price, yet they make no mention of the cat-and-mouse game Rosita and Enrique must play to evade *la migra*—the Border Patrol. The coyotes do not even ensure a safe trip.

Finally they arrive in the promised land—a run-down barrio in Los Angeles where Enrique must take his chances daily at being one of the lucky few chosen for the outdoor labor offered by American employers. Rosita works as a maid for a wealthy American woman.

For a time, Rosita and Enrique exemplify the American Dream. They enroll in night school to learn English and are earning just enough to make purchases from Sears and J.C. Penney. Enrique, working at an exclusive French restaurant, is even promoted to manager. But their ever-present fear of discovery by the immigration authorities becomes a cruel reality when the restaurant is raided by *la migra*. Although not captured, Enrique loses his job and the chain of disillusion and ultimate downfall begins. All the events up to this point in the film have subtly hinted towards an inevitable disappointment of Rosita and Enrique's hope in America.

The film's treatment of several delicate issues makes it especially timely: the



Enrique (David Villalpando) in a scene from *El Norte*



Family members help carry the casket in their father's funeral procession

mistreatment of undocumented workers, the overburdened and somewhat inefficient Immigration and Naturalization Service, and the strained relations not only between Anglos and Hispanics, but among Hispanics themselves. The film illustrates the tension between Mexicans, Chicanos (Americans of Mexican descent), and the increasing number of immigrants from Central and South America. The political oppression and even murder of Indian la-

borers in Central America by landowners and government officials is also addressed at the film's outset.

In addition to addressing this political issue, the film allows a glimpse into the beliefs and customs of America's Spanish-speaking population. For example, the strict religious devotion to curanderos (folk healers) over doctors and hospitals, and the unusually strong familial bond that exists beyond separation and

death. It is also noteworthy that the film is in three languages: an Indian dialect, Spanish, and English.

If *El Norte* leaves the viewer unmoved, which is unlikely, at the very least it will raise the viewer's consciousness of the issues described. They are relevant because they are current, problematic, and above all, because they affect the people of America today. For that reason alone, *El Norte* merits no—demands—attention.

Photo: Jeffery J. C. Miller of Film

# Highly Acclaimed English Actress Debuts At The New Samuel Beckett Theater

by Madeleine Frisch

On February 8, at the new Samuel Beckett Theater, I was among the few fortunate people to see Billie Whitelaw make her official debut in a preview performance of two Samuel Beckett plays, *Rockaby* and *Footfalls* and in a dramatic reading of the short story *Enough*. The performance was directed by Alan Schneider who is well-known for his work with Beckett plays. In both plays Sybil Lines played the supporting actress roles.

Billie Whitelaw, one of England's most acclaimed actresses, had previously performed in the United States only once where she gave three performances of *Rockaby* at the La Mama theater. According to Mr. Jack Garfein, artistic director of the Samuel Beckett Theater (formerly the Harold Clurman Theater), "He was able to bring Miss Whitelaw to this country as kind of a theatrical fair-trade. In return, *Ohio Impromptu*, *Catastrophe*,

and *What Where* will go to the Edinburgh Festival next August with a company of American actors."

An evening of Beckett is exciting but demanding; the viewer must pay strict attention to each word. But, this is the way to experience the genius of Beckett. Each text sounds like a great musical composition and is written just as carefully. Billie Whitelaw's beautiful voice and clear, flawless diction accentuated this feature of Beckett's work perfectly, and was most effective in her reading of *Enough*.

In *Footfalls*, the curtain opens on Miss Whitelaw standing downstage left looking somewhat like Miss Havisham from *Great Expectations*. The stage is dark except for a yellow neon bar of light (upstage right) and a rectangular four foot patch of light where Miss Whitelaw (as Martha) slowly paces back and forth. She speaks with herself and with the Mother voice—actually Sybil Lines' voice recorded

on tape. *Footfalls* is an eerie piece—almost a ghost story—about how fate falls indiscriminately and the ingenious lighting heightens this spooky kind of mood.

*Rockaby*, the highlight of the program, is a piece about growing old. Miss Whitelaw sits in a rocking chair on a raised platform. She is alone looking out of her window at the active busy world to which she does not belong. Occasionally, she calls out "more, don't stop"—at which point she starts rocking in her chair again, as if this will help to keep the action going. As in *Footfalls*, Miss Whitelaw converses with a recorded voice, but this time it is her own voice we hear. Again, we are struck with the musicality and lyrical interplay of the characters' lines. Both plays, while they are about "serious and heavy" topics include a punchline towards the end which serves as a kind of comedic relief to help us avoid complete depression. This evening of Beckett is both intellectually and emotionally stimulating.



Billie Whitelaw in Samuel Beckett's *Rockaby*.

## Gilbert and Sullivan Society Does Something Just A Little Bit Different

by Rosemary Siciliano

What? The Gilbert and Sullivan Society has forsaken Gilbert and Sullivan? That's right. This semester the Society will be presenting a performance of *Guys and Dolls* which is not a Gilbert and Sullivan musical.

Never before has the Society opted to do a non-Gilbert and Sullivan musical. Sharon Nelson, president of the Society, offered some reasons for the decision. "Interest in Gilbert and Sullivan is not that high, and we decided that there is a stronger interest in contemporary theatre." The Society hopes to involve more people this way.

Kenneth Janes, Director of The Minor Latham Playhouse and advisor to the Society, seemed happy with the decision. "I may be English," he joked, "but I'm not a lover of Gilbert and Sullivan." According to Janes, he has been trying to

convince the Society to do something different for the past twenty years. Yet, Janes questioned the choice of "Guys and Dolls," and couldn't "say that they'll keep on deviating from G&S," but "hopes they will."

The time seems to have been right this year for a non-Gilbert and Sullivan work. Nelson says that the decision was only "somewhat controversial." The Gilbert and Sullivan Society Constitution contains a provision that one out of every four shows can be other than a Gilbert and Sullivan musical. As a result, Nelson says, there was "overall agreement."

Other changes are happening within the Society. It has attempted to stay away from non-student participants. This differs from past years when non-students were frequently hired. This year, the cast of approximately 25 consists entirely of students, and both the director and choreog-

rapher are students. Peter Schmidt, a College senior, will be directing, and Diane Viviona, a College freshman, will be choreographing. "I think it's important to use the talent of the school," Nelson commented.

Rehearsals started last week for the March 29, 30, 31 shows, and are going well so far. The only problem the group has encountered is that of space. Getting theatre space poses difficulties because there is simply not a lot of space available. "We need two rooms a night, but we're managing," Nelson said reassuringly.

*Guys and Dolls* provides more than the usual amount of lead characters in a musical. Some of the major roles include: Adelaide: Eve Cohen; Sarah: Katie Stone; Sky: Charlie Fernara; Nicely Nicely: David Sapalster; and Nathan Detroit: Michael Caldwell.

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# WOMEN'S SPORTS

## Seven Lion Swimmers Set For Eastern Showdown

by Jeff Adler

More than two months have passed since the Columbia women's swim team began its debut dual-meet season in December. Although the dual-meets now are complete with the Lions as proud possessors of an 8-2 record, the season continues for seven swimmers.

On Thursday and Friday in Providence, R.I., Columbia will send seven representatives to compete in the Eastern Championships. The competition will include Ivy League teams as well as several other Eastern powerhouses including Penn State and Pittsburgh. Lion coach Jeff Ward is not expecting any easy time for his group.

"Every good college women's swim team north of Virginia and east of Ohio will be there," Ward pointed out. "Of

those, Brown, Yale, Penn State, Pitt and a couple of others all finished in the top-20 in the NCAA. It's considerably more difficult than the men's Easterns."

Nevertheless, Ward is confident that his swimmers can be a factor in the meet. "Everybody swimming in an individual event has a chance to score," he said.

Of the seven Lion swimmers, five will compete in individual events that they had qualified for earlier in the year. Lynne Lada qualified in the 200, 500, and 1650 yard freestyle, Christa Myers in the 100 and 200 backstroke, 100 and 200 butterfly, and 200 individual medley, Kim Mock in the 100 and 200 free, 100 back, and 200 IM, Susan Beams in the 200 fly and 1650 free, Jill Keller in the 100 and 200 fly. In addition, Annmarie Jurczak and Alex Gielman will compete in the five relays.

Ward sees inexperience—all six Lions are freshmen—and a lack of depth as the major obstacles facing Columbia. He has set his expectations accordingly.

"Our goal is to beat as many Ivy League teams as we can," he noted. "We have a shot to beat Harvard, Cornell and Dartmouth. It's tough to beat any of them."

At this point, it is difficult to predict how well the Lions will fare at the Easterns. For most of them, the experience will be a new one. It will be a few years before Columbia can secure a solid position among the East's top teams.

Our more experienced swimmers, Christa and Kim, have been through it," Ward said. "Jill and Susan, though, have never been at a meet like this. They can react in many different ways."

Regardless of how the Lions react and how they finish at the competition, Ward is looking forward to the team's first appearance at the Easterns.

"I'm excited," he remarked. "I've seen good things in practice. Unfortunately, he added, they don't count what is done in practice once the meet starts."

Thus, for the young Lions, it will be the experience of the meet that counts.

## Basketball Splits Two

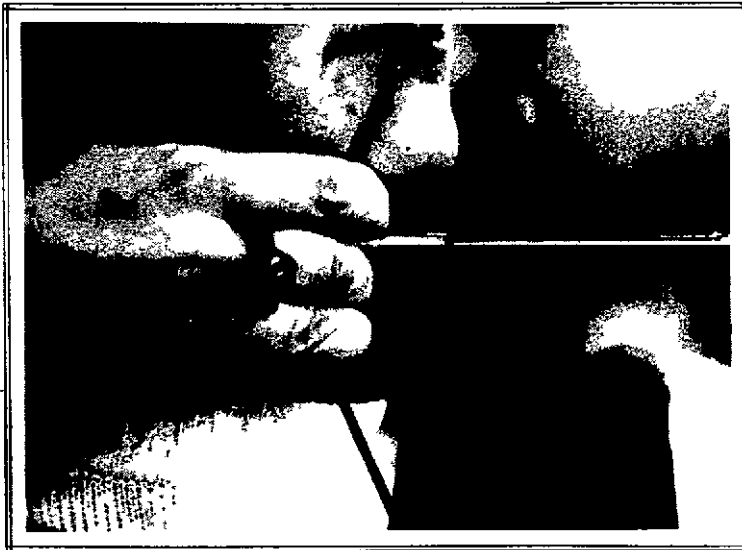
by Jeff Adler

In its final weekend games of the season, Columbia women's basketball team split a pair, losing to Lehman, 72-45, before rebounding for a 78-70 victory over New Paltz.

In the win against New Paltz, freshman Ula Lysniak led the way for the Lions. She pumped in 31 points and pulled down 19 rebounds to lead the team.

The team will finish up its season this week with a game at St. Elizabeth's on Thursday.

The team will finish up its season this week with a game at St. Elizabeth's on Thursday.



Hands at work in preparation for the New York State Archery Championship

Photo by Daniel Peckham

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## Friedan

*Continued from page 4*

istics for the men were similar.

Only five percent of the women said they would pursue such traditional women's careers as nursing, teaching, and social work. Of the four thousand women, only nine listed their future career goals as being a homemaker.

The most popular career goal was law, to which sixteen percent aspired. Fifteen percent said they would become physicians. The third and fourth most chosen careers were business (thirteen percent) and journalism/communications (nine percent).

Despite the fact that large numbers of women chose lucrative high status careers, they did not list in general the high income and prestige as very important to them. Instead, they frequently cited the opportunity to help people as a reason for their choice. Zuckerman thinks that perhaps they took for granted that their income would be at a certain level.

The majority of women considered marriage and having children as another life priority. There was a slight discrepancy between the freshman class of 1984 and the graduating class of 1981. The latter said they would combine a career and family, while the former viewed it as an either/or situation. Zuckerman attributed this contrast to a growth of self-confidence between the freshman and senior year.

An address by Barnard Political Science Professor Leslie Calman concluded the Conference. In her lecture, entitled "War and Peace: The Gender Gap," Calman discussed the causes of the gender gap. She stated that issues of militarism and anti-militarism, social services, and the environment were causes of the gender gap rather than traditional women's issues such as abortion and the ERA. Later, Calman asserted: "Women more than men believe that government is responsible for filling in gaps necessary to provide adequate social welfare. The Reagan administration is for individualism, but women as a group are not." Calman stressed that politically active women are necessary to bring women's issues of peace and social welfare to the forefront.

The Seven Sister Conference, sponsored and run by the Student Government Association, drew student leaders from each of the Seven Sister Colleges.

## Constitution

*Continued from page 5*

ter Officer of the Board will be held at Barnard, at which time Barry expects student participation to increase.

The six major changes are the following: the name Undergrad has been changed to the Student Government Association; the Barnard Student Store will be kept non-profit to maintain prices at the lowest possible level; the five member executive board gave up its veto power over the 50 member Representative Council; and the Representative Council will be empowered to alter the Student Activity Fee when necessary. Kathy Rodgers, Barnard General Counsel, approved the wording of the Constitution and made sure it was

sound and clear. In addition, the Constitution, formerly twenty-two pages, is now eight pages, with eight pages of by-laws.

## Open House

*Continued from page 5*

Last year applicants came from all the New England states, Mid-Atlantic states, and the Mid West. According to Gill, it is too early to tell now who will attend this year's Open House because the mail-cards notifying the office of acceptances or regrets are still arriving at the admissions office. Barnard students who volunteer as hostesses are expected to greet applicants on Thursday and provide a place for them to spend the night. They must also make sure that applicants are in the dorms for their 11:15 a.m. curfew.

In addition, hostesses are invited to accompany their guests to dinner in Lower Level McIntosh and to breakfast, and encouraged to participate in all other events. These events, especially the disco, are open to all Barnard and Columbia students.

## Equal Time

*Continued from page 2*

training and use of Vicki's guide dog, Honey. One girl asked us if we each had three wishes, what would they be? Naturally, both Vicki and I opted for perfect vision.

After I had listed my two other wishes, I thought that I might change my mind. Instead of overall physical perfection, an exciting well-paid job, and a co-op on Central Park South, I might have three wishes for the children in Ms. Woods' class.

I hope that each child in that class learned something from our talk. I hope they learned not to stereotype the disabled community, is made up of individuals. I hope they learned not to pity and not to fear people who are outwardly different, but to have empathy.

Secondly, I hope they had their consciousness raised, as far as technologies and social services are concerned. I hope the talking calculators, as well as our makeshift materials, stimulated their imaginations. Perhaps one of these young students will design ways to help disabled classmates or relatives in the future.

My third and last request is to hope that none of those inquisitive young children will ever be chosen to speak to a class because they are disabled. I hope that none of them will have to overcome or contend with the stumbling blocks, physical, visual, psychological (real and imagined) of a physical impairment. I hope that they never have to fight or struggle to attain an adequate equal education as Vicki Winslow and I have had to do for so many years.

According to statistics, my third wish may never be realized. However, after reading through the deliberately large printed thank you notes that I received from the children in Ms. Woods and Shari Halpern's class, I believe that my first two wishes have been granted.

"I am glad to know you can do most of the

things I can do."

—Olubayo

"I am glad you and Vicki are so open about your handicaps. I learned a lot from you. Thank you."

—Thomas

"I am not afraid of any blind people or disabled people. Someday I will remember the words you said and learn more from them."

—Sonya

## Abortion

*Continued from page 3*

Petchesky's view that the legal right to abortion cannot be separated from the practical access, saying "if it's not accessible to all women, then it's not a right to all women."

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