



Volume XCVII Number 1

September 4, 1990

# BARNARD BULLETIN



## Orientation '90

*Gearing up for  
Community Life*

◆  
Volunteering in the  
Barnard Tradition

◆  
The Answers to All Your  
Problems Can be Found in  
the Quad Office

◆  
Fair Barnard:  
Celebrating Yesteryear

# BEAR ESSENTIALS

WELCOME to all students—new, continuing, readmitted. You will want to read this column weekly to keep current on both timely academic information and important notices from the Student Service Offices—Career Services, Dean of Studies, Disability Services, Financial Aid, HEOP, Health Services, Registrar, and Student Life.

**IMPORTANT DATES** with which everyone must be familiar are listed on pp. 6-7, Barnard Catalogue. Consult these pages to avoid missing critical deadlines and opportunities; consider posting these dates prominently and keeping a copy in your wallet or notebook or enter them in daily calendar of the Student Handbook.

**ABSOLUTELY REQUIRED READING FOR ALL STUDENTS:** pp. 24-49, Barnard Catalogue, pp. 114-117, College Calendar and Student Handbook, and Registrar's instructions in registration packet for essential academic information, caveats, and the names of the people who may help you with almost any question that may come to mind.

**REGISTRATION** (the filing of information forms—but not your program—with the Registrar): Sept. 4, 5, 6 for all other students. (Be sure to read the Registrar's instructions with special care.) The three-letter computer code for each course rubric must be entered in column one of the program form. (It appears in bold type in the Barnard Catalogue and on the Registrar's bulletin board.)

**FILE YOUR AUTUMN '90 PROGRAM**, reviewed and signed by your first/second-year adviser (Classes of 94, 93) or your major adviser (Classes of 92, 91) by Fri. Sept. 14 107 Milbank. Both the class adviser and the major adviser must sign for new transfers, both major advisers for Double Majors, and both the major adviser and Dean King if the major adviser is a Columbia faculty member. Programs of fewer than 12 points require the written approval of the Class Dean, 105 Milbank, before you adviser signs. (Dean Constance Brown, also in 105 Milbank, x42024, is acting class Dean for first-year students and sophomores this semester during Dean Dorothy Denburg's maternity leave.

**MANDATORY LECTURE** for all new transfers, visiting students, first-year students who expect to be exempted from First-year English: Professor Cary Plotkin will speak on proper procedures for the writing and documentation of papers assigned in Barnard courses on Tues., Sept. 4, 11am, or Thurs., Sept. 6, 12pm, 304 Barnard Hall.

**FIRST-YEAR STUDENTS:** Be sure that you end the academic year having fulfilled your first-year requirements: one semester of first-year English (if you have not been exempted), one first-year seminar, and one physical education course. If you have not yet met with your academic adviser, be sure to do so before the beginning of classes on Thurs., Sept. 6.

**NO MORE THAN 18 POINTS OF STUDIO, PERFORMING ARTS, OR PROFESSIONAL**

**SCHOOL COURSES** (including film) may be credited toward the degree. Note that in order to enroll and receive credit for a second year of studio arts, concurrent enrollment in art history is required. School of the Arts courses (R-prefixed) should not appear on a program unless the department's prior permission is secured.

**POINTS FOR THE COURSES ON YOUR FINAL PROGRAM** that exceed 18 will be charged an additional fee of \$478 per point and there will be no refund for courses dropped after filing. (Note: 0 points for P.E. on a full program, 3 tuition points for MAT F0065.)

**COURSES TAKEN AT JEWISH THEOLOGICAL SEMINARY AND TEACHERS COLLEGE** require special procedures. (See Registrar's memos.) Enrollment is not accomplished by merely listing them on the Barnard program, and JTS and TC courses require payments of JTS and TC tuition fees in addition to Barnard charges.

**GRADUATE-LEVEL COURSES** presume special preparation in almost all instances and are rarely suitable for first-year students or sophomores.

**PHYSICAL EDUCATION CLASSES** begin on Mon., Sept. 10. Registration for these classes will take place on Tues., Wed., Sept. 4, 5, 9:30-11:30am in gym.

**LANGUAGE PLACEMENT EXAMS** (not required for everyone—check with your adviser) Schedules are contained in the Registrar's instructions in your packet. Fri., Aug. 31, 2-4pm: FRENCH, 304 Barnard; GERMAN, 322 Milbank; and SPANISH, 323 Milbank. By Tues., Sept. 4 register with Ms. Gina Bookhout, x45027, 407 Kent Hall, for exams scheduled for Wed., Sept. 5, 10am, in CHINESE, JAPANESE or KOREAN. Students of HEBREW may take the placement exam Sept. 4-7, from 9am-3pm, in 602 Kent. Students of ITALIAN must register for exams before the date of the exam at 610 Case Italiana. ITALIAN exams are scheduled for Wed., Sept. 5 or Fri., Sept. 7 at 10am. Failure to meet these deadlines may mean that you will delay placement by a semester or even a year. If a student feels she needs to be placed for HINDI or ARABIC, she should contact the Middle East Languages Dept., 602 Kent, x42556/x42560. GREEK and LATIN students: consult Professor Lenaghan, 215 Milbank, x44389. RUSSIAN students: consult Professor Frank Miller, 715 Hamilton, x45588.

**OTHER PLACEMENT EXAMS:** CALCULUS IA AND IIS will be given Tues., Sept. 4, and Thurs., Sept. 6, 5:30pm Room 404 Math Bldg. (x42432). VOLUNTARY BIOLOGY EXAM (for those deciding between BC1002 and BC2002): Tues., Sept. 4, 2-3pm, Wed., Sept. 5, 10-11pm in Altschul.

**BASIC MATH SKILLS TEST:** All new students, including those who plan to register for the Quantitative Reasoning course and those who have met the QR requirement, must take a test that measures basic ability in mathe-

tics. Test will be given in the Centennial Hall Computer Room on Tues, Sept. 4, 9am-1pm and 3:30-6pm; on Wed., Sept. 5, 9am-4pm; on Thurs., Sept. 6, 1-4pm. If your score is below eleven, you must take and pass QUR BC1001 (Basic Math Skills—see Catalogue, p. 231), NOT MAT F0065 (Basic Math) before you enroll in a course that fulfills the Quantitative Reasoning requirement.

**COLLEGE WORK STUDY-BARNARD COLLEGE JOB AWARDS:** First-year students,

transfer students, and those who are first-time recipients of either award, must attend "Orientation workshops" to be held beginning Fri, Aug. 31, in the Office of Career Services at 11 Milbank from Monday through Friday between 9:30am and 4:30pm

**CAREER SERVICES JOB FAIR:** Interested in working on campus, at Columbia, or off-campus non-profit agencies while you're going to school? Come meet an array of employers eager to talk with you in upper-level McIntosh, Wed., Sept. 12, 12-2pm at the Career Service's "Job Fair 90." Chat with several prospective employers in a relaxed atmosphere and be prepared to be hired.

**LIBRARY JOB FAIR:** Eager to get a job on Barnard's campus right away? Stop by Altschul Plaza (upper-level) McIntosh) for the Career Services "Library Job Fair" on Tues., Sept. 4, 12-2pm. Every position must be staffed by the first day of school.

**DEFERRED EXAMS** for missed Spring 90 finals Sept. 4, 5, 7. Consult Registrar's Bulletin Board, 107 Milbank.

**PRE-LAW STUDENTS:** a recruiter from Harvard Law School will be on campus for an information session on Thurs., Sept. 13, 3-5pm in the Jean Palmer Room (Upper Level McIntosh).

**SENIORS** planning to take the GRE in October will be pleased to learn that the test will be offered in New York State. This is contrary to information previously given. Details will follow...

**THE GUIDE TO THE SENIOR YEAR** as been placed in all senior mailboxes. If you do not receive a copy, come to room 105 Milbank Read pp.14-15 for information on the Marshall, Rhodes, and Fulbright Fellowships the applications of which have very early deadlines. If you are interested in applying make an appointment to see Dean King (x42024) as soon as possible.

BULLETIN...

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# EDITORS' NOTE

## BARNARD BULLETIN

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The Barnard Bulletin is published on Mondays throughout the academic year. Letters to the editor are due in our office by 5pm the Wednesday preceding publication. Opinions expressed in the Bulletin are those of the authors, and not necessarily of Barnard College.

Call for our ad rates.

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105 McIntosh Center  
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The *Bulletin* welcomes all first-year and transfer students to Barnard. During Orientation you will no doubt be urged to hurry up and become involved in every possible community within a two-mile radius. The opportunities for both campus and neighborhood involvement are boundless and may seem overwhelming.

In the next few weeks you will be bombarded by pamphlets and posters (all printed on recycleable paper, of course) from a myriad of clubs all wanting YOU specifically. Certainly, even the *Bulletin* will partake in this propaganda blitzkrieg in an effort to recruit new talent.

Before classes begin, when life really gets hectic, we encourage you to take a break and smell the flowers that are currently proliferating on the campus. Sit back. Relax. And read Barnard's only

campus publication.

This semester the *Bulletin* has added a new column, "Fair Barnard," which takes a look at Barnard's days of yore. Based on research currently being done by Rona Wilk for her senior thesis, the column remembers old Barnard traditions.

The *Bulletin* encourages reader participation. As *the* news magazine of such a diverse campus your input is necessary so that we can best represent a variety of interest groups.

Keep in mind that the *Bulletin's* first recruitment meeting will be held on Wednesday, September 12 at 8pm in 105 Lower Level McIntosh. We need writers of every sort, production assistants, ad managers, and, eventually, a new editorial board for the spring semester.

Good Luck.

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Letters to the Editor are due before 5pm on the Wednesday before publication. The *Bulletin* is published every Monday throughout the academic year.

## Denise Taveras STEPS Into BC

"I'm so comfortable at Barnard," explained Denise Taveras (BC '94). "Coming to Barnard seemed the logical choice. I've made a lot of friends here."

Taveras is the first to have graduated from Barnard's Science and Technology Entry Program (STEP) and chosen to attend Barnard as a full-time student.

STEP is an educational enrichment program designed to help underrepresented minority secondary school students prepare for entry into postsecondary degree programs in scientific, technical, health, and health-related fields. The program receives funding from the New York State Education Department and from Bar-

nard College.

STEP students come from Manhattan Center for Science and Mathematics, Washington Irving High School 118, and a host of other schools around the City.

Taveras, a graduate of Washington Irving High School, entered STEP in 1987 when it was first established at Barnard. "I knew that I could never have passed chemistry without STEP," admitted Taveras. "But since then, I've learned great study habits. STEP made me the way I am."

STEP students attend classes and workshops on Saturdays during the academic year as well as an intensive four week session during the summer. STEP provides tutors, academic, col-

lege, and personal counseling, workshops in PSAT and SAT preparation, an annual science fair, and the Structured Educational Support Program

*continued on page 15*



Courtesy of Public Relations

Denise Taveras

## Internship Ops for Incoming Students

Incoming students interested in internship opportunities should visit Career Services as soon as possible, said Internship Coordinator of Career Services Sandy Mullin.

"Even first year students can begin investigating internships for the upcoming semester or for years to come," said Mullin.

Hundreds of internships are available in a variety of fields, each requiring a variety of skill levels. "There are different levels of preparedness," said Mullin. "For instance, museums generally require a higher level of education."

The objective of an internship is to gain valuable work experience under the guidance of a professional and to explore career interests. Unlike a part-time job, internships generally do not pay or pay very little. But, according to Mullin, internships tend to be more structured than part-time work and are geared towards educating the student in a specific field. "A mentor

should be available to the student for guidance. There is a commitment to the educational process," said Mullin.

The Dana Internship Program offers paid internships to students who are eligible for financial aid. The Program enables financially needy students to pursue either on or off-campus internships that guarantee educational quality and professional experience. Since applications for Dana Internships are usually accepted the semester prior to the beginning of the internship, incoming students are usually not eligible.

An orientation to the Dana Program will be open to all students on September 11 from 12-1pm in the Ella Weed [spelling] room. "First-year students and transfers are strongly urged to attend the orientation to learn about the program and plan for next semester. New applicants are also encouraged. We still have openings for this semester," said Mullin.

Mullin said interns are always re-

quested by dance companies, art galleries, radio stations, and publications.

Internships that are currently available, for example, offer positions at Spin Magazine, which give inside views of print journalism in the music industry, and at St. Luke's Hospital where interns can work as emergency room assistants or offer patient support. Public Service internships are also available which allow the intern to get involved in the New York City community. Some of these opportunities include internships at the Staten Island Zoo, the NYC Board of Education, Volunteer Lawyers for the Arts, National Organization for Women, Gay and Lesbian Anti-Violence Project, and the Environmental Action Coalition.

For a complete list of internships, students should look through the red folders located at Career Services. ♦

—by Aimee Wielechowski

# Grant Brings Professional Women Mentors to Campus

—by Aimee Wielechowski

Barnard College is the recipient of a \$13,000 grant from the Bankers Trust Company which will allow women leaders in professional fields to visit the campus and share their business experience with students. Barnard is one of three colleges to receive this grant from the company's Women Leaders in Residence Program.

The grant will fund a series of six lectures in which the women, chosen from alumnae according to student input, will discuss issues particular to a woman's experience in the workplace. An informal dinner for the guest lecturer and ten to twenty students will follow. Alumnae from the same career area, who have expressed interest in serving as mentors to students, will also be invited. According to Director of Career Services Jane Celwyn, the lecture, dinner, and informal discussion afterwards is a "great opportunity for mentoring to begin on an informal basis."

In March, noted woman lecturers, such as Carol Gilligan, will be invited to Barnard for two days in celebration of Women's History Month.

According to Celwyn, the lecturers will be chosen from a variety of fields. Some of the topics which will be addressed during the series include: balancing commitments as a professional woman, necessary supervisory skills, office politics, and sexism in the workplace. The lecturers will also be asked to consider problems facing women professionally, such as building self-esteem and confidence.

The grant will also be used to expand the Career Services' contact file. The file is a comprehensive list of alumnae who are available to discuss their professional experiences. The file gives information about alumnae's educational and professional background and provides a telephone number where they can be reached. According to Celwyn, many of these

alumnae are willing to provide opportunities to serve as mentors to students.

Last year Career Services sponsored a similar, but much smaller, Executives in Residence Program. This program consisted of three events featuring women from different fields. A public lecture was held followed by an informal dinner. Unlike this program, the Women Leaders in Residence Program will integrate the offices of Career Services, Student Life, and College Activities.

According to the grant proposal submitted by Barnard to the Bankers Trust Company, the program will also call on student groups such as The Women's Cooperative, Barnard Organization of Black Women, Asian Women's Coalition, Psychology Club, and Economics Society to help develop and sponsor the series of lectures. ♦

## FIRST YEAR STUDENTS

*The Associate Alumnae of Barnard College cordially invites you*

*to*

*a reception with*

*President Ellen V. Futter*

*and*

*leaders of our alumnae groups around the country*

*Friday, September 14, 1990*

*from 4:30 to 5:30*

*Brooks Living Room*

*RSVP by September 7 Office of Alumnae Affairs x42005*

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# FEATURES

## Business as Usual in the Quad Office... The Hub For Hullabaloo or for Help?

—by Renana Meyers

Walking into the Centennial Quad Office is much like driving in Manhattan: you have to steer clear of the traffic and know when to stop. Finding itself on being able to "actually solve the students' problems without too much of a fuss" according to Quad Office Manager Paulette Suber, the Quad Office maintains its profile as the main of student through-way.

Some many of us may see the Quad Office as a large suggestion-complaint-office, its main selling falling to accommodate roommate-can-we eat something besides tuna every day— but in reality, there is a method to the madness.

According to Dean of Student Life George Eaton, the Quad Office is composed of four main components: Office Manager Paulette Suber, Resident Director for Centennial, Paul and all first-year students and Coordinator of the First-year Focus program, Dawn Webster, Resident Director for the Tower Brooks and Hewitt, Peter Libman, and Associate Dean of Student Life Barbara Johnson. Combining these elements, the Quad Office serves as a kind of central resource station for the students," said Dean Eaton. "The Office is meant to be vibrant, colorful, the point where it excites people. We want to respond to students and if we're not, we should not be about it." Dean Eaton explained that questions that cannot be answered or taken care of by a student's RA should be addressed to the Resident Director. "Dean Eaton said:

Or as suggested by Office Manager Suber, you should see approach Agnes Simmons, Unabashed for individual. She is the first person you should

contact, sitting in front of the Quad Office in the elevator lobby.

### Accessible Answers

The most significant factor that contributes to the Quad Office's "vibrancy" is its accessibility, said Suber. "We know just about everything about every office on campus," Suber added, which enables Suber and her staff to solve problems directly. Also, "students feel they are being listened to," Suber said, and therefore feel less anxious when they leave the office. It is this particular accommodating atmosphere that Suber at least believes gives students reassurance that there are people equipped to help them, whether in obtaining a new chair or dealing with a personal problem.

But accessibility may also be due to the incredible variety of people working in the Quad Office. A wide range of nationalities and personalities are represented by the staff, which according to Suber, contributes to the success in student responsiveness. Said Suber, it makes more students feel comfortable.

When asked if perhaps the office was a little too accommodating, trying to do everything all at once, Suber responded by saying that that's the way she operates. "We have communicators in this office," she said, so everyone is addressed.

Office Manager Suber is directly responsible for check-in out, late coming to the Brooks and Centennial pass attendants, and deals with the ordering, inspecting, and returning of furniture.

### In-House Programming

Another vital role amidst the duties of the Quad Office is played by Paulette Suber's Dawn Webster

and Peter (Pete, Libman, who not only offer their counsel, but also create social and educational programs for Quad residents.

Webster, a 1987 graduate of Columbia College and former Resident Director of 49 Claremont, officially became the first-year Quad Resident Director on August 1, 1990. Her most obvious strengths lie in her familiarity with both the Barnard campus as well as the Columbia community as a whole.

Webster's time is primarily spent as the Coordinator of the first-year Focus program. Focus is designed to be

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*"Focus" is the program that teaches first-year students about their community and about becoming leaders at Barnard.*

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an umbrella program dealing with all aspects of coping as a first-year student. "It is the program that teaches them about their own community and about becoming leaders at Barnard," Webster said. Past programs included discussions about "what room selection is all about," body image workshops, lectures on improving study skills, stress management workshops, forums on drug and alcohol abuse, and sexual harassment," said Webster. "We try to get other clubs and organizations involved, as well as administrative offices such as the Dean of Studies, Student Affairs, Security, Student Life, and College Ad-

tivities," Webster added.

Since the Quad acts as the first-year students' resource center, as all first-year students live there, programs have been developed to encourage them to venture out into other areas of the campus. The Sophomore Sisters program, which has just been established this year, pairs a sophomore with a first-year student, thus giving the first-year a "mentor" and the sophomore a chance to maintain her 'ole ties to the Quad. "It is a way to encourage sophomore leadership," said Webster.

Sophomores, juniors, and seniors have similar programs on mental health, date rape, cultural awareness, maintaining a clean environment, under the auspices of Pete Libman, the Resident Director for Brooks, Hewitt, and the Tower.

Like Webster, Libman is new to the Quad Office, having also been instated on Aug 1. Libman supervises two Graduate Assistants and 13 Resident

Assistants. Libman and Webster also serve as advisors to Hall Council, a student run representational body (that exists in every building; there is one for the Quad), that provides social, educational, and community service programs in the residence halls. Libman aims to advance programming in SPA (Student Personal Awareness) and in recycling and water conservation.

Libman received a Masters in Education and Counseling from Clemson University in South Carolina. He also worked as a Residence Hall Director during his years there. Prior to receiving his Masters Degree, Libman taught seventh grade Life Science for three years in Syracuse, New York. and coached women's softball and wrestling teams. While a teacher in Syracuse, he became involved in running drug and alcohol awareness clubs. Libman completed his undergraduate work at the State University of New York (SUNY) College of Envi-

ronmental Science and Forestry.

Both Libman and Webster exhibit commitment to enhancing the cultural, social, and educational aspects of residential life.

While emphasis has been placed on dealing with the concerns and daily life of residents living inside the Quad, transfer students may also find a direct route to an advisor in the guise of Associate Dean for Student Life Sandra Johnson. Commuter students as well as the Housing Office also come under Johnson's jurisdiction. Of course, any residential life issue can also be brought to the attention of the Dean of Student Life Georgie Gatch, mentioned earlier.

It comes as no surprise, therefore, that the Quad Office is, and will continue to be, the traffic-island-like station where your questions can be answered. All you have to do is toot. ♦

*Renana Meyers is a Bulletin editor in chief and a Barnard College senior.*

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## Students Renew Commitment to Community Service

*Barnard Maintains a History of Volunteerism*

—by Aimee Wielechowski

Barnard students have been volunteering since Milbank Hall was Barnard College. Though student interaction with the community has remained constant, the explanations for doing so inevitably reflected the values, religious, political, or otherwise, of the day. While early volunteer organizations were created by and for the proliferation of Christian good will, contemporary groups have been motivated by political ideologies (traditionally, liberals necessarily volunteered, conservative, of course, did not). More recently, the conspicuous poverty around us makes volunteerism seem a blatant necessity.

This year's orientation theme, which emphasized involvement in both the campus community and the New York City neighborhood to which we belong, reflects a recent trend towards what many involved in campus community service groups feel is a necessary student response to the tremendous need for education and support in our community.

According to Director of College Activities at Barnard Lisa Loparco, the theme was selected to encourage students to take an active role in the community. "This campus, and the community around it, is a microcosm of the real world. We want students to be able to relate to this world," she said.

Relating to this world, or at least our neighborhood, is much more of an obvious need than it once was. "It used to be that if you weren't political, you didn't volunteer; now it's a

much more human endeavor. You can't negotiate around the neighborhood without confronting certain things in a more vivid way than three or four years ago," said Director of Earl Hall Center Rabbi Michael Paley.

### **Volunteerism for the 90s**

Currently there are approximately 650 student volunteers, about 260 from Barnard, involved with Commu-

which include Big Brother/Big Sister, Earth Coalition, Food Pantry, Soup Kitchen, and several tutoring and mentor groups.

However, despite the need for volunteers, Community Impact cannot accommodate all of the students who want to volunteer, said Paley. According to Paley, the tremendous interest in community service can be ex-

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*"It used to be that if you weren't political, you didn't volunteer; now it's a much more human endeavor."*

*—Rabbi Michael Paley*

*Director of Earl Hall Center*

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nity Impact, Columbia University's umbrella group for many community services.

Community Impact was founded in 1987 to consolidate campus volunteer groups. The objectives of the group are to provide emergency assistance through the provision of food, clothing, and shelter while encouraging individual and community self-determination by providing education, emotional support, and job training opportunities (from the Community Impact Fact Sheet). The organization is run by a five member Student Executive Committee, 45 student coordinators (two for each service program), and a five member full time staff.

The organization has 20 programs

plained, in part, by the administrative organization of the umbrella group. Also, "Columbia University advertises that you [a student] can work on certain social issues if you attend the school. The city is a deciding factor for coming to Columbia. Students can get a volunteer experience and make a direct impact here," he said.

Barnard College Director of Career Services Jane Celwyn said the renewed interest in service work may be the result of expanded career opportunities for women. "In the last 10-15 years there was a focus on women getting into jobs they previously hadn't had access to. Students said they didn't want to be a teacher or a social worker because that's what their mothers did. Now that women



## Volunteering for God and Nation

The history of volunteerism at Barnard began at a time when the latest social revelation involved rethinking the causes of poverty and placing the responsibility of poverty not on the individual but on larger "social causes." A revolutionary notion that is now an assumption.

A March 11, 1908 *Bulletin* article reported on a lecture sponsored by the Y.W.C.A. (Young Women's Christian Association) which was given by a Dr. Devine, a prominent figure in philanthropic work. Devine discussed "the development and extension of charitable work in our day, and... some typically modern methods of proceeding in this field."

In particular, Devine discussed the then new idea of establishing personal contact with the individual or family in distress. According to the article, "To succeed in establishing such relations... the worker must have an intimate knowledge of the conditions prevailing. His investigations must have been so complete that he can judge the causes of these conditions and can estimate what causes will bring about a relapse into these conditions."

Devine was asking the students to see the forest for the proverbial trees and to turn an eye towards more complex social issues, rather than easing "superficial" problems with immediate assistance. This innovative thinking was encouraged by the "lat-

est" information in magazines, books, and lectures which was "every day proving that the distress of the poorer classes is not due to individual failings, but that the general conditions are the causes of such individual deficiencies."

Out of this turn-of-the-century thought sprang the first Barnard organizations dedicated to organizing volunteer programs within the community. The Y.W.C.A., founded at Barnard in 1897, was the most prominent volunteer organization in the early twentieth century.

Dedicated to "good fellowship and Christian activity" (from the Barnard College Blue Book, 1905), the group promoted volunteer activities such as reading to the sick, amusing the children at St. Luke's, making and filling Christmas stockings, and sending "comfort bags" to sailors at Martha's Vineyard, along with a personal letter (although this may not have been what Devine meant when he spoke of establishing personal relations with those in need).

The Y.W.C.A. worked with the Student Volunteer Movement for Foreign Missions, organized in 1886 at Mt. Hermon, Massachusetts, to place students in missionary positions overseas. The aim of this group was "to enlist students to become foreign missionaries that the world may be evangelized in the present generation," (Barnard Blue Book, 1905).

The Y.W.C.A. lost its prominence in the early twenties and by 1920 a chapter of the Intercollegiate Community Service Association, a more secular organization, was urging college women to meet the needs of the community through social service. At this time, Virginia C. Gildersleeve had already been entrenched as Dean of the college for nearly ten years. She remained in this position until 1947.

Gildersleeve was a potent advocate for volunteerism and during her term, which bridged two world wars, she encouraged both community and national service. In the 1917/18 Blue Book, Gildersleeve welcomed the first year students by writing, "And in the hours free from college duties you will use all your available energies in serving the community and the nation... May you rise splendidly to this great opportunity for service... to bring a just peace to the warring world." During the wars students responded by knitting mittens for Britain during class time and rolling bandages for the boys overseas.

Although we are not yet making mittens, or more appropriately, bottling water and packaging gas masks, for our women and men currently overseas, the need for community service closer to home is still emphasized by both Barnard and Columbia. ♦

have a wide range of career opportunities, it is 'OK' to do traditional 'female' work," she said.

Celwyn said there has been a definite trend by women to work in the helping professions, such as teaching. A Not-for-Profit Career Fair held last spring was in response to this grow-

ing interest.

There has also been a rise in the number of recent alumnae who work full time and volunteer part-time. According to a Career Services questionnaire sent to alumnae six months after graduation, 11% of the alumnae from the class of 89 were

volunteering, as opposed to 7% from the previous year.

According to Barnard College President Ellen Futter, "Though there was, nationally, less general interest in service [during the eighties], there were still many Barnard students involved.

*continued on page 14*

## Crime Spree in McIntosh

—The Bulletin Staff

According to Barnard Security, an increased number of purse thefts occurred in the McIntosh cafeteria during the month of August.

Citing the pockets of increased crime as "sporadic incidents," Associate Director of Security Betty Weems explained that these incidents of theft are an ongoing reality.

McIntosh Center cafeteria with its overcrowding during mealtimes and its mixture of on-campus and off-campus users makes it more vulnerable to crime. Anyone can enter the cafeteria during the daytime, said Weems. "We [security] try to station security guards in the cafeteria to let people know they should be careful, but it doesn't always stop the crime," Weems added.

In a memo dated August 10, Director of Security John J. Scacalossi advised people to watch their bags at all times, to carry a purse to a meal only when absolutely necessary, and to call people's attention to any unattended property.

Any suspicious persons should be reported immediately to Security at x46662.

No one as of yet has been apprehended for these thefts, according to Weems.

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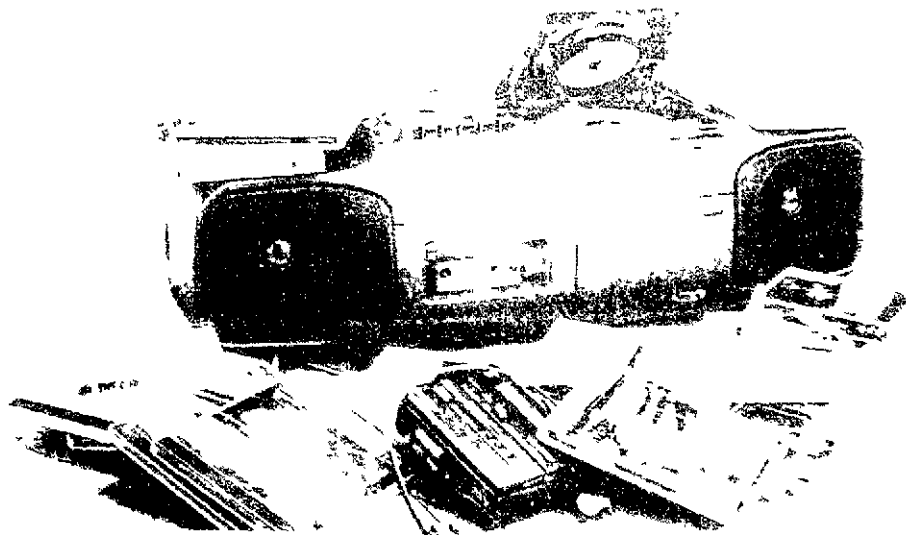
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# THE FINANCIAL EDGE

# Things No One Told You About Being a Transfer Student, Based on a True Story

—by Ruth Magder

I am a great Barnard enthusiast. As any of the prospective Barnard students that I have met will tell you, I am willing to sing the praises of our dear school at great length and detail. Returning this fall as a senior, I find myself wishing that I could somehow prolong my stay at Barnard. However, this was not always so.

My first few weeks at Barnard were characterized by what can be affectionately known as TRANSFER HELL. The whole thing began innocently enough. There were some problems at my old school, I had to transfer. I looked around at a bunch of schools. A native Canadian, I had never heard of Columbia or Barnard or even women's colleges for that matter. But the program seemed great, the idea of a women's oriented school sounded appealing, and the location—what could be better.

Not having gone through orientation at my original school, I rejoiced at the idea of going to a hypnotist and socializing on midnight cruises. Admittedly, I was a little nervous about making friends, but considering the number of people in the extended Columbia community, I expected to find at least one. And furthermore, I reasoned, from all the material I got in the mail, it sounded like they really wanted **me** at Barnard.

Well, any illusions I had had were dispelled from the start. I was met by my roommate at 110th street who announced that she was a visiting student at Barnard for the semester, was transferring to Columbia College in the spring, and had no intention whatsoever of making ties to this second rate women's institution. (Just as

a note of interest, she ended up transferring back to her old school, having found the entire Columbia University system inadequate).

Orientation turned out to be one huge fiasco. I never got to see the hypnotist or most of the other shows. In an overplanned week, no one had thought of leaving time for things that first year students need not concern themselves with; small details such as setting up camp in the registrar's office to petition for at least 1 credit out of the six Advanced-Bio-Nuclear-Physical Chemistry for Poets-courses taken last year. You prostrate

sis that we both had matching bracelets has turned out to be one of my closest college friends. Without the loneliness of transferdom, two so very different people may not have found each other. During my many heated debates with various administrators, I could not have foreseen the opportunities that were open to me by my forced participation in Freshman Seminar (that was what it was called in my day), or the pleasures of yoga revealed to me by my second gym class. But at the time, I was sustaining myself through long distance phone calls and the thought that things

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*Not having gone through orientation at my original school, I rejoiced at the idea of going to a hypnotist and socializing on midnight cruises.*

---

yourself in front of the head of the history department to allow you to take one of the junior seminars that you are supposed to take as a junior, and try to get a straight answer as to which courses you are still required to take. Having had all my work reduced to a mere 16 credits of transfer, being locked out of several choice classes, and living with the barracuda in exile from the campus way down on 110th street, I began to suspect that all those official welcomes had some unofficial explaining to do.

In retrospect, the events of that week have taken on a rosier color. One of the women I befriended on the ba-

could not get worse.

As a two year veteran of the Barnard system, I can assure you that orientation week will not last forever, and I can also assure you that all the problems you face as a transfer student do not disappear entirely when the upperclass students, your peers, arrive on campus. Returning students have the advantage of returning to friends, to activities, to familiar advisors and procedures and seem to have little time for anything new. In other words, they may not be the most welcoming.

—continued on page 14

## Fair Barnard Memories from the Heights of Morningside

### Freshman Jitters

—by Rona Wilk

*This column takes its name, Fair Barnard, from an old Barnard song that was once heard throughout the College's hallowed halls. In these pages, we hope to bring to light (and maybe even to life) aspects of Barnard's past—a past that is rich with tradition, but that has been neglected for some time. Almost everyone has at least heard of the Greek Games, but how many know about the Mysteries ceremony? Or Ivy Day? Many may know at least parts of "Roar, Lion, Roar," but how many know about Barnard's own songs: "Morningside," "Fair Barnard," "Squashy Chocolate Eclairs"? Hopefully, after this year, most of you will.*

*We begin with a narrative of what you might be thinking if you were an incoming student in 1907 (making you a member of the class of 1911, celebrating the 80th anniversary of its graduation this year). My own research in the Barnard archives, the Blue Books—the student handbooks—(especially for the 1907-08 year) served as the basis for this piece as well as Marian Churchill White's book, *A History of Barnard College* (New York: Columbia University Press, 1954).*

*It is important to note that the language used in this column reflects the vernacular of the time.*



Courtesy of Public Relations

*Capped and Gowned: Barnard Students in the Ella Weed Library  
(2nd floor Milbank) circa 1910.*

### "On a Hill Top" (Tune: "Clementine")

On a hill top  
On a hill top  
With the city far below,  
By the Hudson's waters,  
Barnard's daughters  
Ever come and ever go.

Chorus

Sing her praises,  
Alma Mater,  
Barnard College great in name,  
Here's to glory, here's to honor,  
Wealth, prosperity and fame.  
First as Freshmen,  
Then as Soph'mores,  
Then as Juniors, bright and gay,  
Then as Seniors,  
Staid and sober,  
Then as old alumnae they.

There. You've learned your first college song. It's pretty simple as college songs go, but it's a start, and considering that you're only a freshman, and it's only the first week of school, you figure you have time to learn the others. Besides, you're a quick learner and...

Boom jigger boom, boom  
jigger boom!  
Boom jigger, rigger, rigger!  
Boom, Boom, Boom!  
Tu whit, tu who, tu when!  
Tu whit, Tu when, Barnard,  
Barnard, 1910!

The class yell of the sophomores causes you to start, as a group of said class passes by the freshman study (the room in Milbank given over to the freshmen. Each of the other classes has its own study, too, and there is one communal room known as the Undergrad study). No matter. Soon your class will have decided on its own class yell, as well as class colors, a class flower, class mascot (and, of course, class officers) And anyway, there's too much going on to worry much

too much going on to worry much about the sophs, even if they are to be your greatest adversaries—the rumors about what they're going to do to the "freshies" at the Mysteries ceremony are already abounding. You've heard of the Mysteries—that occasion when you will be "initiated" into the college by the sophomores. Although participants are sworn to secrecy, some details from previous ceremonies have been revealed in accounts in the New York newspapers and to friends who know others at College. What has leaked out is not pleasant.

All the receptions and teas in honor of your class, however, do sound exceedingly pleasant: the Young Women's Christian Association reception, the Seniors' party to the Freshman, and, of course, most pleasant of all—the juniors' party to you. The juniors are your "sister class," there to guide and support you, to cheer you on to victory in whatever you do, whether in basketball, your first play, or in warding off the sophs. The Blue Book (the Student Handbook, published by the Y.W.C.A.) says that upperclassmen will be happy to help you at any time, and the seniors are a good source of information, but they look so imposing in their caps and gowns, which they have the privilege of wearing at all times. (You can only wear yours on special occasions.) Also, they all seem to be muttering something about the impending agony of senior thesis, and you don't want to interrupt such solemn and stressful thinking. The sophs can help if they choose, but...

That leaves the junior class, which is fine with you. You already adore your junior sister more than anyone on earth, and she must be the cleverest, most beautiful member of her class, if not in the entire college. But surely everybody thinks that of their junior sister. Every freshman is paired with a member of the junior class; she



Courtesy of Public Relations

*Pomp and Pageantry in front of Brooks Hall around the 1910s.*

is your junior sister, and she's the most helpful person on campus aiding you in your struggle to adjust to all the new ways of college.

Enough daydreaming. You gather your things and fetch your hat from the cloakroom as students are not allowed off campus without a hat. Walking out of Milbank (which is sandwiched between Fiske Hall, which at one point was a dormitory, and Brinckerhoff, which houses the theatre where theatrical productions, dances, and chapel take place), you gaze across to Brooks Hall, the brand new dormitory (and the only other building on campus), which opened just this year. Walking towards it, you bump into the girl you already know to be the editor of the *Bulletin*. As you apologize, you remind yourself that you need to subscribe (\$1.50 for a year), so that you, too, can keep up with campus events by having a newly printed copy of that prestigious newspaper delivered weekly to your locker in the freshman study.

Indeed, you're even thinking of writing for the *Bulletin*, although you'd also like to work on the *Barnard Bear*, the literary magazine. Your junior sister says to get involved in as

many activities as you can, and the Blue Book also exhorts you to join clubs and to get involved. The array of organizations that are open to you now and throughout your four years is bewildering: the Classical Club, Deutscher Kreis (the German club), the Societe Francais, the Botanical Club, the Suffrage Club, the Press Club (correspondents to the New York newspapers on college activities), the College Settlement Association (settlement house work), the Y.W.C.A., the Athletic Association. There are sports teams to join. Basketball is the top sport made especially popular due to a hot rivalry with Teacher's College as well as the heatedly contested interclass games.

Class activities need to be planned, there are dances and plays in which to partake, and it's never too early to begin planning for the Greek Games, the annual contest between the freshmen and the sophs in the spring. Or maybe student government is what you're looking for. Fraternities [which were not referred to as sororities and had not yet been banned from Barnard at this time] are also an option, if you're accepted.

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## Volunteerism

—continued from page 9

Historically, we've been involved in the community." [see box, page 9]

Futter said the trend towards volunteerism is encouraged through a network of college presidents which was created in 1987, the Campus Compact. The group was formed "in reaction to the dissolution of values," said Futter. The Compact brings college presidents together to discuss ways to promote student activity in the community.

Futter cited the Barnard STEP program as one example of how "we've tried as a college to be engaged with the community as an institution."

The STEP program gives under-represented secondary school students an opportunity to attend academic classes and workshops throughout the school year and summer. Barnard has "adopted" four local schools into this program. (For more information about STEP see the article on Denise Taveras in this issue.)

### Meeting the Needs of a Growing Volunteer Population

In order to fill positions with the growing volunteer population, Community Impact must hire more administrators, said Paley. "For instance, if you want to join the Big Brother/Big Sister program, you have to be placed by a trained social worker. This one social worker can make about 80 matches, that means finding 80 kids who need services, and 80 qualified volunteers. It costs about \$30,000 to hire this one person," said Paley.

According to Executive Director of Community Impact Sonia Reese, "There is a lot of sympathy and general support for volunteerism [from the university], but we could use something more concrete." Currently, Community Impact is funded by the Catholic Campus Ministry, the

Jewish Office, the Protestant Foundations at Columbia, Catholic Charities, as well as the Earl Hall Center and both the Columbia College and Barnard student governments.

One of Community Impact's goals is to create a network of service groups so that students who cannot be placed by Community Impact can be referred elsewhere. According to Executive Director of Community Impact Sonia Reese a meeting of campus volunteer organizations was held this summer to begin sharing information about each group's activity in the community. According to Reese the cooperation of campus groups would "make it possible for more students to do volunteer work. If we [Community Impact] can't place them, we can suggest another group."

Reese said that Community Impact is also researching grants that will allow more minority students to become volunteers. "Many minority students may be interested in volunteering, but can't afford to because they have to work," said Reese.

Other service groups on campus include the Science and Technology Entry Program (STEP), the Liberty Partnership, AIDES Peer Educators, Harlem Restoration Project, and Students Helping Students. (Community Impact posts a complete list of volunteer opportunities on campus). ♦

*Aimee Wielechowski is a Bulletin editor in chief and a Barnard College senior.*

## Transfers

—continued from page 11

But do not mistake busy people with unfriendly people. Students at Barnard may be too "New York" to be called "outgoing," but they are generally quite willing to share advice about which professors to avoid and which classes are a must. They may be established in their campus organizations, but are glad to have new members. After all, one of last year's transfer students is now co-editor of the *Bulletin*. And how many times have they told you that our very own President Ellen Futter was a transfer too.

Admittedly, getting through the initial phases of college life as a transfer to Barnard took a little more effort than I thought. I wish I could tell you there was this magic turning point when I stopped being a "transfer" and just became a "student," but there wasn't. Certainly, moving away from the barracuda and down to 116th street helped, but they don't stick too many transfers up there any more. It helps to remind yourself that you are a reasonably sane person and therefore it follows that your decision to come to Barnard was a sane one. But above all it helps to get involved and take risks. Besides, what do you have to lose if you have neither friends nor a reputation? Make special use of what is uniquely available to you here as a woman at a small liberal arts college for women which is part of a large university and located in New York City. It is not every school that has a soda-cracker whistling team! Given time, a certain amount of effort and perseverance, you too, will be converted. And if you are already enthusiastic? Well, then, you ought to have ignored this article entirely! ♦

*Ruth Magder is a Barnard College senior.*

## Fair Barnard

—continued from page 13

Moreover, there are classes the kind with syllabi, reading lists, and teachers who expect top-notch work. English, Latin, History, German, French, Mathematics, Science, Economics.

For now, though, maybe you'll just concentrate on learning more of the college songs. As you sit on the street-car during the commute home—since, despite Brooks, most Barnard students live at home and commute daily—you flip through your Blue Book until you come to the section of songs.

As the car sways, you sing silently, though joyously, to yourself. It looks like it's going to be a terrific four years.

### "Fair Barnard"


Fair Barnard, we thy  
daughters raise  
Our all united hymn of praise  
Our grateful song of love and pride  
To thee, protector, Mother, guide.  
With honor, love and loyalty  
We sing, O Barnard, unto thee

We love thy stately columned way  
Turned toward the fading light  
of day,

We love the river flowing wide  
Beneath the shadow of thy side  
With honor, love and loyalty  
We sing, O Barnard, unto thee.

Thy youthful power late begun  
Throughout unnumbered  
years shall run,  
Thy lamp of knowledge  
burning bright  
Rest in our care to thine might  
With honor, love and loyalty  
We sing, O Barnard, unto thee

Rona Wilk is a bulletin columnist and a Barnard College senior.



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### Tavernas

—continued from page 4

which places students in paid summer jobs in areas of their interest.

This fall, a grant from the Dwight D. Eisenhower Foundation, the Ronald McNair Grant, is aiding STEP to expand enrollment to include seventh graders. The grant will also supplement the program by providing small tutor groups with 2-3 students per instructor in math and science after regular classes on Saturdays. ♦

- by Gretchen Crary

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