



BARNARD BULLETIN

Volume XCI Number 1 November 9, 1992



A Mandate For Change! CLEANING HOUSE

* America Has a New Leader

* Barnard Bulletin Under New Management

INSIDE:

- * Political Science Professor Ester Fuchs shares her views on the election
- * Racism on campus: Who is the real racist?

BEAR ESSENTIALS



PROGRAM PLANNING SPRING 1993

Be sure to attend all required meetings listed below. Consult departmental bulletin boards for

information about departmental meetings. First-Years: Wed, Nov 11, 12:15 p.m. - 1 p.m. or Thurs, Nov 12, 5:15 p.m. - 6 p.m., in 304 Barnard Hall with Dean Denburg. Sophomores: Mon, Nov 9, 5 p.m. - 5:45 p.m. or Thurs, Nov 12, 12 noon - 12:45 p.m., in 304 Barnard, with Dean Denburg. A representative from Career Services will be there to speak on the choice of major and career opportunities. The deadline for filing tentative spring '93 programs with the Registrar for First-Years and Sophomores is Thurs, Dec. 3. Juniors are reminded to consult their major advisers and departmental bulletin boards for announcements of majors meetings.

PROGRAM PLANNING MEETINGS

Anthropology: Thurs, Nov 12, 12-1 p.m., 318 Milbank. Art History: Wed, Nov 4, 5 p.m., Sulzberger Parlor, Barnard Hall. Biological Sciences: Thurs, Nov 12, 12:15 p.m., 903 Altschul. Computer Science: Thurs, Nov 12, 5:30 p.m. - 8 p.m., 4th floor lounge, Computer Science Room (enter through Mudd Building). Economics: Thurs, Nov 12, noon, location TBA. Education: Wed, Nov 18, 3:30 p.m. - 4:30 p.m., 335 Milbank. English: Tues, Nov 10, 1:10 p.m., Sulzberger Parlor, Barnard Hall. French: Thurs, Nov 12, 3 p.m. - 4 p.m., location TBA. German: Thurs, Nov 12, 12 p.m. - 2 p.m., 320 Milbank. History/European Studies/American Studies: Tues, Nov 17, 6-7 p.m., 421 Lehman. Italian: Wed, Nov 11, 4 p.m., 320 Milbank. Mathematics: Thurs, Nov 12, 2 p.m., 613 Mathematics Building. Music: Thurs, Nov 12, 2:30 p.m., 328C Milbank. Physics: Thurs, Nov 12, 4 p.m., 502 Altschul. Political Science/Urban Affairs: Tues, Nov 10, 12-2 p.m., 421 Lehman. Psychology: Thurs, Nov 12, noon, in 415 Milbank. Sociology: Thurs, Nov 19, 4:15 p.m., Fla Weed Room (2nd floor Milbank). Spanish: Wed, Nov 11, 4 p.m., 207 Milbank. Theater: Tues, Nov 10, 4 p.m., 229 Milbank. Women's Studies:

Wed, Nov 11, 5 p.m., 101 Barnard Hall

OTHER DEPARTMENTAL MEETINGS

Architecture: Professor Deamer will be available during office hours, Nov 9, 11, and 16, 1 p.m. - 3 p.m., to answer questions. Philosophy/Religion/Statistics: Students should meet individually with their advisers.

LIMITED ENROLLMENT COURSES

A list of limited enrollment courses in Barnard departments will be available by November 12. Students should examine this list carefully and discuss their course choices with their advisers.



before signing up. Be sure to follow the directions given by the various departments when signing up. Also, a reminder that the

Psychology Lottery will take place Tues, Nov 17, Thurs, Nov 19, 415 Milbank.

COURSE DROPPING, WITHDRAWALS AND PASS/D/FAIL

Thurs, Nov 19, is the last day to drop a course that is to be deleted from a student's record. Students are encouraged to speak with their advisers before dropping a course. The deadline to request Pass/D/Fail grading is also Thurs, Nov 19. The deadline to withdraw from a course (W recorded) is December 9. Be sure to file the appropriate forms with the Registrar, 107 Milbank.

AUDITIONS FOR MANHATTAN SCHOOL OF MUSIC will be held on Jan 7-8. The application deadline to enroll for the spring 1993 term is December 1 and the audition fee is \$35. Students must pass the audition in order to secure enrollment.

SOPHOMORES AND JUNIORS!

RA applications are now available in the Student Life Office, Career Services and the Directors office of each residence hall. Interested students are strongly encouraged to

attend an information meeting 10 a.m. to 2 p.m., in the Jean Palmer Room. The deadline to apply is Mon, Nov 30. Staff will be available in Lower level McIntosh on Mon, Nov 9 and Tues, Nov 10, to answer questions.

STUDENTS ARE INVITED TO ATTEND the Eighth International Conference on Translation to be held Fri, Nov 13, 3 p.m. - 6 p.m. and Sat, Nov 14, 9 a.m. - 10 p.m., in the James Room Barnard Hall. The student rate is \$15 for both days, \$10 for one day only. Pre-registration will be held in 8 Milbank. Students may also register in person either day in the Barnard Hall lobby.

PRF-PROFESSIONAL STUDENTS

Dean Rowland will hold an open advising session every Thursday from noon - 1 p.m. in 214 Milbank beginning November 19th. If you have any questions about preparing for professional school and/or the application process, please drop by during this hour.

PRE-DENTAL STUDENTS

Representatives from Boston University's dental school will be on campus Wed, Dec 2, noon - 3 p.m., location FBA.

SUMMER IN NEW YORK: A PRE-COLLEGE PROGRAM

Applications for Resident Assistant positions will be available Wed, Nov 11 in 8 Milbank. Sophomores, Juniors and Seniors are eligible to apply.



TEA AND TOPICS

Holiday decorations on campus. What's your opinion? Join student life and CORRI for a discussion Thurs, Nov 12, 4:30 p.m., in Brooks Living Room. Vice President/Dean for Student Affairs Barbara Schmitter and Associate Dean of Faculty Flora Davidson will moderate.

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 the entire editorial board or of Barnard College.

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Isolation Leads to Division

There has been a recent trend in the United States to improve public education by creating schools specifically segregated by race, social standing, or religious affiliations - for example a school designed solely for Latino children in Los Angeles. These attempts have been made on all levels of education from elementary school to the university. Focusing specifically on the lower levels (for in college, individuals are able to choose the style of learning that they feel is most fitting for themselves), it seems that the reasons for this design are both sympathetic and isolating. While catering to a child's specific weaknesses and instilling in him/her a sense of worth are important, these needs can be met just as well by improving our present public school system and training children to welcome different backgrounds and learning needs amongst their classmates. Divided schools will only teach them to stay within their own group.

Placing children in a school where they are only surrounded by children of their same race, class, or religion sends several messages which they will carry with them into adult life. They are taught that their group has been injured in some way - there is a reason why their needs were not met by the traditional system. They begin to see themselves as aliens in society, as repressed enemies. Thus, as an adult, they will be wary of identifying themselves with the common "we."

Of course the injustices that these groups have suffered are valid. We, the American people, must continue to raise peoples' consciousness about them and watch carefully that they do not re-appear in our culture. However, unless we train our youth to forgive, we will never see these barriers eradicated.

Separated schools teach children that they are unique, different, and better than others. They are taught that working out their group's problems within the system is fruitless, that society has already given up on integrating them into society. No longer do they identify themselves with others; it becomes a situation of "us" and "them."

We see that already at an early age, children in this type of school are taught to separate themselves from society. This leads to a more divided nation, which is where we started in the first place.

The only solution is to work out these issues of different backgrounds and educational needs within multicultural public schools. There is no program that cannot be implemented in both types of schools, and certainly reforms should be instituted to better meet every American student's needs. In this manner, our youth will learn that differences mean diversity not division and that each person is of equal value regardless of what type of life style from which they come. Without these ideals, it is hopeless to believe that we will ever overcome the division and segregation in our nation.

Hey Barnard Students! Write For The Bulletin!
You Will *LOVE* It!

Due to midterms, this week's issue is a little shorter than usual. Bear with us!!!



Editorial Policy

In order to be considered for publication, all Letters to the Editor from an individual must be signed by that individual and/or from a Barnard SGA and/or Columbia Student Council recognized campus organization. Signed editorials do not necessarily reflect the views of the Bulletin.

If you are interested in writing, artwork, photography, or layout, please contact Tiara at x42119.

CORRE Lecture Promotes Racism

To the Editor

Racism: a belief or doctrine that inherent differences among various human races determine cultural or individual characteristics

When I first received the bright yellow paper telling me of a Committee on Race, Religion, and Ethnicity Programming Subcommittee's lecture on "White Culture and White Identity," I disregarded it. My culture is a heavy class load and my jobs. Today, however, I overheard two women of color speaking after receiving the same notice "White culture? They can't do that. That's disgusting," then "Who wants to hear about bigots?" Being white, I was stunned. I've listened to people telling me I cannot understand their problems ('It's a black thing') and that I could never truly help with any problems, but now I was a bigot? So I went. I wanted someone to say what I'm so often told everyone says: my culture is good, I'm part of a productive, worthwhile group.

I have listened, with hopes of learning, to people tell me about understanding diversity. I have tried. I come from a poor, single-parent family living in a multi-generational household. I have been active in women's issues, especially reproductive rights, as well as with homosexual rights. I grew up as a religious minority in a very religious state. I have been aware of diversity and prejudice. Until now, Barnard's CORRE has helped me overcome the prejudices still in my psyche and working on avoiding and ending race privileges and discriminations. I don't wish to tell you I'm great, I'm not. I work hard to be tolerant, kind, and accepting. I can strive to nothing better.

I arrived. Mixed audience, half people of color, half white. The speaker, Lisa Godar Borodovsky of Fordham University, spoke on her doctoral thesis topic. Surprisingly, from the optimistically misleading CORRE poster, the topic was not white culture; it was white prejudice. The assumption made was that all white audience members were prejudiced and unaware of this, that the white people in this group all needed to be introduced, for the first time, to the idea that they may benefit from effects of racism. Moreover, she assumed that all whites, because of their race, were racists. The contradictory nature of calling someone racist because of her race should be obvious.

When asked why we had come, I responded. I said that I had overheard a conversation about not wanting to hear about racists. Ms. Borodovsky said that many white people felt that way, since they did not want to be blamed. These people were not white. She assumed that a person of color would not say that, racists are white, white people feel guilty, white people won't take responsibility. In shocked silence, I wondered how Barnard could endorse such blatant

prejudice. Moreover, I had always felt that here, at a women's college, I would have a voice — and mine was invalidated by her racism. Anything I said would be called defensive because I couldn't take responsibility because I'm white. Let me reclaim my voice. I am guilty of much, mea culpa. I try to overcome my prejudices, listen to me. I respect you, don't judge me by my skin color.

Ms. Borodovsky continued. She delineated how 'we' (her word meaning those white individuals present) were told when we were young to not point at people of races not our own, since 'polite white people don't point', but we were not allowed to see races. My mother told me that God loved rainbows and jewels and people of all colors. Ms. Borodovsky, as an example of prejudice, reprinted a statement that implied that whites could be 'pretty sure of renting or purchasing housing in an area which [they] can afford and in which [they] would want to live. Neither I nor my family can. That is a classist assumption. I may be the exception, but don't assume I had a white, suburban, quietly racist, upper-middle class life. I didn't.'

Ms. Borodovsky's limited attempt at describing 'white culture' was done by comparison to Native American culture, both grossly generalized. Her language was loaded. The aspects listed were done so with a bias. 'White culture' was described as self-centered, money-obsessed, not aware of the environment, only future interested, with ideal two-parent families. All her aspects of 'Anglo' society are described with harsh words, implying in their tone an unkind race. Whites [think of Number One]. They are competitive, would rather 'own an outhouse than share a mansion'. They orient [themselves] to a house rather than the Earth. They are empirical and scientific, and must 'have everything at [their] disposal'.

Tolerance of diversity on this campus is a lie

This speaker defined all whites as if the whole race were young male yuppies of the 1980s! Even if this were true, even if capitalist goals were the possessions of whites and whites alone, to present them thus in the negative is unfair. If these were the goals of a minority race, political correctness would dictate that they be presented in the most noble way possible. I see no reference to noble strife or achievement, I see a degradation of a cultural misrepresentation.

I have received a legacy of injustice. I have striven, am striving, to overcome this horror. I wish to engage in a productive dialogue, to encourage talking, self-exploration. There was a great potential to do this. It needs to be done. This experience could have been so effective and helpful.

Instead, I have been told on a campus where Columbus was burned in effigy that all white individuals idealize their own history. On a campus of multicultural education, I have been told that I am racist because of my skin color. I was told I don't know how to build coalitions after being active politically for years. I was told I have a culture consisting of ignoble greed. I was told all of this because I'm white. I was told all of this by Barnard affiliated people.

Tolerance of diversity on this campus is a lie

And to the two women, I know not who you are, discussing any culture is never disgusting, unless it is done as this was, with assumptions and generalizations and racism.

— Michelle Baird-Andreasen (BC '94)

Do you have any strong opinions? Let people know what you're thinking! Make a difference! Write for the Bulletin!

D I S C O V E R I N G

AMERICA

T H E T E X T S

EIGHTH
INTERNATIONAL
CONFERENCE ON
TRANSLATION
NOVEMBER 13-14, 1992

FRIDAY, NOVEMBER 13

SESSION I James Room
3:00 - 4:30 p.m.

Coeting from Serge Gavrinsky, French Department, Barnard College

ITALIAN TRANSLATIONS OF AMERICA
Moderator: Stephen Strarrelli

GAI LIANO SCARDICCHIA, journalist and former Editor in Chief of *L'Espresso*, French translator of American Post-Modernism

ARIL ROZ AMAGLIONI, American correspondent and columnist for *La Repubblica* and author of numerous books on the Holocaust, expert on American Violence

ANNA GUARITA, American correspondent for *Il Messaggero* and head of Italian Journalism in New York, translator of American Feminism

MANFREDO PICCOLIOMINI, Department of Italian, CUNY Lehman and Columbia University, Influence of American Literature on Italian

SILVIO SARRARIELLO, poet, translator of French and Italian literature, and editor of *Alcornoque*

RECEPTION Subbaner Parlor
4:45 - 6:00 p.m.

SATURDAY, NOVEMBER 14

SESSION II James Room
9:15 - 10:45 a.m.

Coeting from Peter McClellan, Vice President, Dean of the Faculty, Barnard College

AMERICA IN THE 19TH CENTURY

Moderator: Alfred J. Mac Adam, Spanish Department, Barnard College

CATHERINE NIPOMNYSKHICH, Russian Department, Barnard College, translator and critic, Pushkin's Washington Irving

MARILENE LETHINIO, Brazilian novelist, translator and translator, Poem in Portuguese

SERGE GAVRONSKY, French Department, Barnard College, French and Whittier in France

ARNOLD KRUPAT, Russian Department, Barnard College, Translating the Italian

SESSION III James Room
11:00 a.m. - 12:30 p.m.

AMERICA IN THE 20TH CENTURY

Moderator: Serge Gavrinsky, French Department, Barnard College

EMILY HAYMAN, Department of Near Eastern Language and Literature, New York University, anthropologist, poet and translator, Turkish American Contemporary American Poetry

ANN DOMBIE, French Department, SUNY Buffalo, critic and translator, Exotic American

MARJORIE C. PERROFF, School of Education, State University of New York at Brockport, Politics of French Analogies of American Identity

ELIOT WEINBERGER, prize-winning poet and translator, Mexican Views of U.S. Culture

RICHARD FENNER, German Department, CUNY York, poet and translator, U.S. Interests in Contemporary German Poetry

SESSION IV Translators Workshop
12:45 - 2:00 p.m.

Evening Catherine Frank, Peter Cozzani
German Richard Auer, Sigrid Berk
Italian Stephen Strarrelli
Japanese Tom D'Alip
Portuguese Alexis Fournier
Russian Catherine Nipomnyskhich
Spanish Alfred J. Mac Adam
Yiddish Rik Lerner

SESSION V James Room
2:45 - 3:45 p.m.

THE ART OF CULTURAL TRANSLATION: HISPANICS IN THE U.S.

Moderator: Tom Steyns
EDWARD RIVERA, novel, fiction, Tom Steyns
AMIE MARIQUE, novel, fiction, Tom Steyns
MARILYN PANDA, novel, fiction, Tom Steyns
HANNA SWANS, Spanish Department, Barnard College, CUNY, novelist and critic

SESSION VI James Room
4:00 - 5:00 p.m.

FRENCH READINGS: WHY THIS TEXT?

Moderator: Ann Douglas, French Department, Barnard College

PAUL WALTER, American poet and novelist with his French, French, Christian, Catholic

RUSSELL BANKS, American novelist with his French, publisher of the novel of Pierre Furlan

HELEN KAPLAN, American and French novelist with her American translation, Thomas Spear, Department of Romance Languages, Lehman College, CUNY

SESSION VII James Room
5:15 - 6:00 p.m.

THE LANGUAGES OF POETRY: POÉSIE SONORE/POÉSIE ACTION

BERNARD LUDSHAK, winner of the Grand Prix National de Poésie, 1991

RECEPTION Subbaner Parlor
6:15 - 8:00 p.m.

SESSION VIII James Room
8:30 - 10:00 p.m.

TEXTS AND TRANSLATIONS

Moderator: Serge Gavrinsky, French Department, Barnard College

WALTER DICK, English translations of Jacques Derrida, who will read, 50 minutes in French

RICHARD O'NEIL, French, his poetry in German and his novel in French

EDITH ROSSMAN, reading her translations of Virginia Woolf

MARY BOGNER, author of translations of Cesare Pavese

ROXANNE SUBLIC, *Le Change*

BARNARD

The two day registration fee is \$45, with a special fee of \$15 for students and senior citizens. The fee for Friday alone is \$20; for Saturday alone it is \$30 (or \$10 for students, senior citizens either day) which can be ordered in advance for \$7.50. The conference includes refreshments. Register in advance by Nov. 9th in 8 Milbank, or arrive 1/2 hour early for walk in registration in the lobby of Barnard Hall. For questions regarding registration, contact the Office of Special Academic Programs, x48866. For questions regarding the contact of the conference, contact Professor Serge Gavrinsky, Barnard French Dept., x47052.

Which is more important, the Congressional or the Presidential race?



photos by Ken Koller

In no particular order, here are the responses of the people pictured above: To match the responses to the faces, turn to page 22

A.) They are equally important. They both affect us as voters. They balance each other out, but this Presidential election has a special importance because we voted out an incumbent president. That's the first time it's happened in a long time.

(B) The Presidential, because education was talked about on a wider scale. In terms of being students here, that was the most pertinent issue discussed. Also, because of the bad publicity that Congress has been getting lately, it doesn't have enough weight.

(C) The Presidential. There are 600 Congressmen. One is not going to make as much difference. In terms of New York, the Senate race was more important.

(D) They're both important. But if I had to pick, I'd say the Congressional is in the long run more important. Especially when you have the same party ruling in Congress and in the Presidency. I think that we pay too much attention to the Presidency and the Congress has a lot more to do about democracy.

(E) They work together. I'm really glad that Clinton won, but it's important to keep a Democratic majority so he can implement his plans, or there's no point

(F) The party line-up hasn't changed in Congress. You need 50%, 51% to pass a bill now. Another thing is the big change in the number of women senators – we now have eight female senators and more African-Americans in the House. The party line-up has stayed the same, so it will be easier for the President to get things passed.

Barnard Students Choose Clinton Before America Does

As a harbinger of things that passed in the 1992 presidential election, the Barnard Student Government Association (SGA) and ARA Dining Services sponsored the first Barnard National Presidential Preview Election on Monday, Oct. 26. The outcome was announced at MacIntosh at 5 p.m. the same day, with Clinton sweeping a full 80 percent of the vote. Bush and Perot received 10 percent and 4 percent respectively, while 5 percent maintained that they were undecided and 1 percent chose "other."

The mock election crystallized student opinion during an unusual election characterized by a splintering of the traditional two-party system, a boost of women candidates on the ballot for Congress, and a marked increase in voter registration particularly among voters between ages 18 and 24.

Clinton's campaign ostensibly struck a powerful chord with college students, as shown by the overwhelming support of the Barnard student body in the mock election. "[The mock election] was a test to see just how large a win [Clinton] would have. . . it's no secret that this is a liberal campus," said coordinator and Vice President of SGA Ellen Schwartzman (BC '94). Although Clinton emerged as the victor in the Presidential Election on Nov. 3, his margin was not as wide as in the mock election. Despite an electoral vote landslide over Bush of 349 to 132, Clinton garnered only 43 percent of the popular vote as compared to 38 percent for Bush.

Schwartzman was pleased with the participation in the mock election, which attracted 847 student voters. "It showed that there was definitely excitement. . . that people really cared [enough] to vote in a mock election that was only a precursor to the national election," she asserted.

Another aim of the Preview Election was to "stimulate interest in voting on election day," according to Schwartzman. The large number of students who voted in Barnard's mock election was indicative of an election that witnessed a surge of voter registration and youth involvement in the political process. "It was an extraordinary year all over in voter turnout. . . our campus was reflective of national statistics," said Schwartzman.

Stephanie Staal is a Bulletin News Editor and a Barnard College senior.



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Borodovsky Discusses the Implications of Being **White** in a Racist Society

As part of the ongoing Committee on Race, Religion and Ethnicity's (CORRE) Professor Lecture Series, Professor Lisa Godai Borodovsky, a doctoral candidate in Fordham University's Counseling Psychology program at the School of Education, led a workshop entitled "White Culture and White Identity: The Implications of Being White in a Racist Society." Close to 20 people of several ethnicities attended the workshop, which was held on Wednesday, Nov. 4 in the Ella Weed room in Milbank. Borodovsky addressed several issues pertaining to racism by engaging the audience in thought exercises and examining values, privileges, costs, and solutions.

The first exercise taken from a packet that Borodovsky handed out was called "What is White?", the audience was to come up with positive and negative words or phrases about the words "white" and "black." She then discussed problems in language—most people, she said, can find several positive words for "white" (such as "snow" or "pure") and negative

words for "black" (e.g. "dirty" or "darkness"), but not so many negatives for "white" ("bland") or positives for "black" ("in the black"). "Racism is embedded in the language," she said, raising the question about what this teaches children and mentioning that racism is perpetuated by miscommunication.

Borodovsky also raised the question of why white people, when asked their race, will rarely answer "white" but rather Italian, or Jewish, and so on. "How did we lose our tie to whiteness?" she asked, saying that she herself once answered "Italian." Possible reasons, she said, are that whites are uncomfortable about identifying themselves by a color since they are using defense mechanisms, or possibly that they are denying their whiteness altogether. This could be a subtle form of racism. "By ignoring color, you're denying what's really there. [You're saying] I'm trying to make you me," she said.

Other pages in the packet listed differences in Indian (Native American) and Anglo values, for example, for Indians "Happiness—this is paramount! Be able to laugh at misery, life is to be enjoyed" and for Anglos "Success—generally involving status, security, wealth, and proficiency." Still others dealt with "The Advantages/Privileges of Being White: How Racism 'Benefits' Whites", "White Culture—What is It?", "The Costs of Being White in a Racist Society", and "What to Do"—six "urgent tasks," such as "Become a conscious agent of change—recognize that new directions are possible."

The workshop ended with some audience discussion and questions. Although many questions remained unanswered, Borodovsky felt that it is essential at least to raise them and think about them. "If I can talk about this enough so that people start thinking—that's good," she said. "I hope that you feel something, it's better than nothing."

Batya Grunfeld is a Bulletin Associate News Editor and a Barnard College junior.

Looking for the Perfect Summer Job?

LOOK NO FURTHER

Barnard's Summer in New York: A Pre-College Program invites men and women undergraduates to apply for

Resident Assistant Positions

- for the summer of 1993
- Applications available November 11, 1992
Office of Special Academic Programs
8 Milbank 854-8866
- Application Deadline
December 17, 1992
- Information session on Thursday, November 19
7:30-8:30pm in the 49 Claremont Parlor

Sophomores, juniors, and seniors are eligible to apply.

The London Theatre Program

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The London Theatre Program, Box BBAR
Sarah Lawrence College, Bronxville, N. Y. 10708.

Stay on top of the situation! Write for Bulletin News!

Students Use Production Skills in Senior Plays

Most students learn skills in school which will only later in life be applied to a career or profession. It is rare to have an opportunity to use these skills before graduation. However, as part of their senior theses, theater majors Adi Kabatchnik (BC '93), Rachel Sorkin (BC '93), and Rachel Matts (BC '93) are producing a play of their choice to be performed at Barnard on Dec. 10 and 12.

Kabatchnik is producing and starring in Brian Friel's play "Lovers." "It is a young play, relatively early in Friel's career and full of youthful and vibrant energy between Joe and Mag, two 17 year-old lovers about to be married," said Kabatchnik.

"The role of Mag appealed to me very much," said Kabatchnik. "She is a 17 year-old girl, bubbling over with energy, a real vibrant character, and that really appealed to me."

Both Sorkin and Matts are producing Cindy Lou Johnson's play "Brilliant Traces." Sorkin is directing the play, while Matts is starring in it. "It is a well written, moving play about two people trying to find each other," said Sorkin. "And it has incredible writing."

Matts enjoys playing Rosanna, the female lead of the play. "She's a great character. She's funny and witty, and she goes through a wide range of emotions."

The students are encountering problems producing the plays. "We had technical [problems] we didn't expect and we have a very small budget, \$60," said Kabatchnik.

Another obstacle that Kabatchnik had to overcome was learning the proper Irish dialect for the play. At first,

Kabatchnik did not think it was necessary to perform the play with the accent, "because of its universal themes." However, after having an Irish actress visit the cast, Kabatchnik realized that the accent was fundamental to the play. Accordingly, the cast has been studying the northern Ireland dialect. "That was an added difficulty and an added challenge," said Kabatchnik.

Sorkin stated that they had some problems in the beginning of the production, but that "[they] have put a lot of time into the play and everything is falling into place," she said.

By working on a production, these seniors have acquired new skills that they could not have learned in the classroom. Kabatchnik has learned the importance of communication skills. "Not only do you have to communicate with the other people working on the other projects, but among yourselves, meaning director, designers, actors, communication is important. If you don't come with an open mind willing to communicate and take direction, the entire [production] can go under," explained Kabatchnik.

"I've learned you have to be careful with who you cast in play, and that you have to trust the people you work with," said Matts.

"Any hands-on experience in theater enriches you professionally," said Sorkin. Kabatchnik agrees, "Taking a play from the very beginning stages and coming up with philosophy, a technical setup, and strategies for production has been such a challenge that it really makes you think."

Working on these plays will help the students in their future careers. Kabatchnik has to learn several monologues for the production, which she can use for auditions in the future.

In addition to producing, directing, and acting in the productions, the students must complete a written project as well. As the director of her production, Sorkin must keep a prompt book and a director's journal, while Kabatchnik and Matts must each write a thesis. Kabatchnik's thesis is on dramaturgy, which compares the culture described in a play to that of a real society. Matts' thesis examines the genre of "Brilliant Traces."

Amy Leavy is a Barnard College first-year student.

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Political Science Professor Ester Fuchs Speaks About The Recent Presidential Election

I spoke with Barnard Political Science Professor Ester Fuchs immediately following the presidential elections. The following is an excerpt from our conversation on Nov. 4. Incidentally, Professor Fuchs is teaching "American Parties and Elections" this semester.

Tiara Korn: What surprised you the most about the '92 Presidential election season?

Professor Fuchs: Four things stood out and surprised me most of all. Firstly, the shining of Perot with 19 points - I would not have expected that. No one has done anything like that since Theodore Roosevelt in 1912. His 19 points were a significant percentage of the votes, and they were due to the discontent that voters experienced. The second thing that was surprising was how Clinton and Perot circumvented the traditional media - they utilized everything from MTV to talk show circuits. Additionally, Perot's "infomercials" opened up a whole new way of presenting news. They are positive things, and are exciting developments that will change the landscape of political campaigning. Third - the debates - we learned that the "town meeting" format with ordinary people asking questions can be more informative than the media doing all the asking. Those who are usually skeptical of these kinds of things are proved wrong because of the second Presidential debate. The fourth surprising thing was the extent to which the rhetoric of the President deteriorated. I expected negative attack advertisements, but I never expected him to use the word "bozo," for instance. It was un-presidential and unprecedented - a new low.

TK: Every election season there is traditionally a clamor for candidates to discuss the issues in depth, yet they almost never do. Do you think that Clinton's "town meeting" debate style truly allowed the issues to be discussed in depth for this election?

Professor Fuchs: No, not in depth. But it was better than it was before. The issue-based discussion that we think we want has very little to do with the structure of the political system that we have - in a two party system within a country with diverse interests, a candidate must go for a consensus building agenda. He must try to be obscure so he won't alienate voters. For instance, Bush ran away from the abortion issue. A candidate must be moderate, and the best way to get there is to obscure your statements.

TK: What did you think of the media coverage on Election Day?

Professor Fuchs: It was pretty good. I would prefer if two things were to change, though. One, suspend polling during the two weeks before an election, and don't project a winner until the polls close everywhere. I'm not particularly a media basher, and I understand their desire to make it exciting, however, the truth often gets obscured beneath all the hype in an effort to keep the excitement that quickly dies down.

TK: Why do you think that voter mobilization was so great for this election? Do you think that the fact that more people voted affected the outcome?

Professor Fuchs: There are two things going on. People saw that they had a stake in this election, and there are some great differences between the candidates. There is a failing

economy, fear, and nervousness. Therefore, there was increased participation. The motor voter' bill has already passed in several state legislatures, so it will be easier to register so there will be an even

greater turnout in future elections.

TK: Many voters have said that the economy was the deciding issue that affected their choice of candidate. How do you think the "economy issue" affected each of the candidates?

Professor Fuchs: Bush lost the election because of the economy - he had no economic agenda during the past four years, and did not offer one now. Clinton had a program, and Perot did too. Whether people liked their ideas or not didn't matter as much. So they both benefitted from the failed economy. It cost Bush the election, though.

TK: Do you think that Clinton will be able to deal successfully with the economy? Additionally, assuming that the economy continues to be bad, do you think that the nation will blame Clinton for it, as they blamed Bush?

Professor Fuchs: If he does not do anything about it, he will be blamed after four years. But he also inherited Bush's debt legacy that he did not create. He won't do everything that people want and need, but he's got to start quickly.

TK: Why do you think that approximately 46% of the veterans in this country voted for Clinton, a man who was so loudly proclaimed to be a "draft dodger"?

Professor Fuchs: Because Vietnam wasn't World War II. Most people who lived then knew that many people opposed the war, and it was understandable. Clinton opposed the war, and it was a legitimate position in 1962. It wasn't unpatriotic. Bush tried to get it to stick, but it didn't. The cost of health care is a corresponding issue. People are dying for a solution to the health care issue - there is a great consensus there too.

TK: How do you think the election would have been different had Perot not entered the race?

Professor Fuchs: It's hard to assess his impact because he was in and out of the race. Had he not been in the race, it would have been much easier for the other candidates, for they would not have had to worry about a "loose canon" and they would have known who their audience was. A three-person race complicates political strategy - especially in negative campaigning. For instance, all of Elizabeth Holtzman's negative ads about Ferraro hurt both of them, and helped Bob Abrams, who was an opponent to both of them.

TK: Why do you think that Perot was so much more popular than the usual Independent candidates? Do you think that the votes for Perot were "wasted votes"?

Professor Fuchs: No vote is a wasted vote. He was a maverick, and spent \$60 million dollars on commercials to get out his message. He tried to make complicated issues simple, and in our hearts that's what we all want. So it was appealing.

TK: Based on Perot's popularity, do you think there is a need for a new Independent Party?

Professor Fuchs: No, there is a need for reform within the two parties, or there will be great defection from them. Perot showed the peoples' discontent.

TK: Do you think that the outcome of the election is more of a Clinton-Gore victory, or a Democratic Party victory?

Professor Fuchs: It was more of Bush's loss than anyone's victory. He received 39% of the vote - that's the real key. Clinton's 44% isn't exactly a mandate. There was a great desire for change within the country, but not necessarily a desire for Clinton or for the Democrats.

Tiara Baal Korn is Editor in Chief of the Bulletin and is a Barnard College senior.

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The Women's Center sponsored a "Post-Election Roundtable" at noon on Wednesday, Nov. 4 to discuss the implications of the election '92 results. Members of the panel included Leslie Calman, as mediator, Demetrius Caraley, Judith Russell, Michael Delli Carpini, and Ester Fuchs of the Political Science Department, Afsaneh Najmabadi and Natalie Kampen of the Women's Studies Department, and Herbert Sloan of the History Department. Between 15 and 20 exuberant students participated in the hour and 15 minute lively discussion.

Calman, Director of the Women's Center, opened with a call, requesting the entire group to "share their collective wisdom." Calman then stated that the result of the election was a direct refutation of hatred aimed at women, lesbians

and gays. She claimed that Clinton's victory showed that the American people were rejecting the closed mindedness of the right wing Republican coalition, composed of members of the church network. She felt that by this election we "saved the Supreme Court." Calman was referring to Supreme Court Justice Harry Blackman's unyielding effort to remain on the court to insure a liberal replacement.

Sloan commented that the results "are a modest cause for optimism but a great cause for relief," while Caraley argued that this election was equivalent to a revolution. Delli Carpini noted that this election was defined by a need for change. There was no definition of what should be changed; rather, it was an overall need for change based on a deep general unhappiness with the American political system.

Calman brought up the role of women in this electoral overhaul. She referred to a New York Times article that stated that working women voted for Clinton, while women who defined themselves as home-makers voted for Bush. She highlighted Bush's error in targeting such a narrowly based group; far fewer women today describe themselves as homemakers. Bush's outdated view on the state of American women caused a majority of women to

support Clinton, the younger candidate more in touch with the social realities of our society.

Her follow-up question of 'Was Anita Hill a martyr for a good cause,' moved the course of the discussion onto the unprecedented number of women elected to Congress in this election. Caraley responded, saying that the Thomas/Hill hearings "highlighted that this [the political arena] is a man's club." Professor Rosalind Rosenberg of the History Department, who had joined the discussion group,

took issue with Caraley's assertion. She posited that one must recognize the many other advancements made by women of

this past generation, such as the entrance of women into lower levels of politics.

A reason equal in importance to the outcry over the Thomas/Hill hearing is the power given to the outsider simply because they could not be held responsible for the dismal state of the

economy.

Another argument that arose was over the implications of the elections on the pro-choice issue. Everyone in the room expressed excitement at the prospect of the repeal of

the gag rule by a pro-choice President. Caraley then grounded the discussion by asserting that he did not believe that pro-choice issues will not be included within Clinton's list of priority issues. He continued, saying that "Clinton is a good enough politician to know he should not [consider pro-choice issues a top priority]." According to Caraley, a family leave bill should be dealt with first, since there is no contention over its passage.

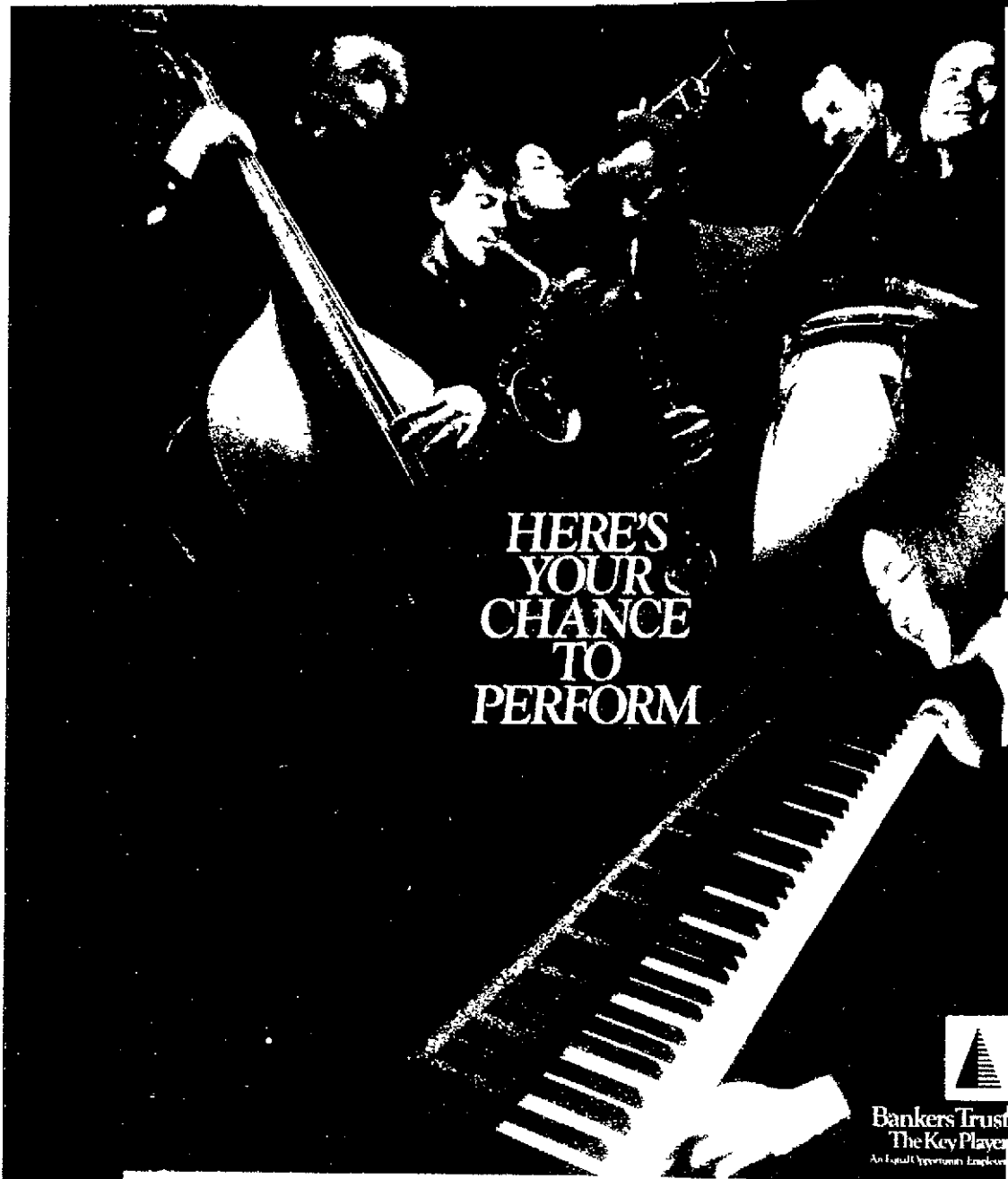
The round-table dwindled to a close as students and teachers left to return to the humdrum activities of school and work on this dawn of American change.

Women's Issues Editors

Professors Discuss Politics at a Post-Election Roundtable



Photo by Rebecca Layton



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Public Eyes re

In this age of basic instincts and fatal attractions, it would be a pleasure to sit back and watch a nice old-fashioned movie. You remember them. . . private dick, desperate dame, the whole enchilada. So when a picture like The Public Eye comes along, you start to get your hopes up. Unfortunately, about the only thing Eye succeeds at is proving that they really don't make 'em like they used to. And, in this particular case, they shouldn't have even bothered trying.

The story, set in the 1940's, focuses on Leon Bernstein (Joe Pesci), aka "the great Bernzini" or "Bernzy". He's a paparazzo with a proclivity towards the macabre; sort of an Annie Leibovitz to the underworld. Chummy with both cop and mobster alike, Bernzy is always the first guy at the scene of the crime, snapping away at the most recent hit. And he'll do anything to get the shot. One of the more entertaining bits involves Pesci impersonating a priest, just to take the sought after photo of a murdered mafioso. This, of course, is where Pesci is at his best; utilizing his trademark knack for comic timing. Too bad Eye doesn't give him more opportunity to do so.

But Pesci is no slouch at drama and does his best with the banal script he's been dealt. Bernstein is believably portrayed as a gentle soul whose real dream is to someday publish a book of his more moving photos. Bernzy's a nice guy caught in a tough guy's racket; a shutterbug with a heart of gold. More importantly, he's lonely. Enter the dame.

Barbara Hershey, who recently gave a fabulous performance in last spring's T.V. sizzler Stay the Night, is certainly a fine actress. But this film does a good job of keeping that a secret. As Kay Levitz, Hershey is in danger of losing her late hubby's tony club. She enlists the help of Bernstein in fighting off the mob, the Feds, and any other boogey-men who happen to come her way. Dressed to kill in stunning period cocktail gowns, Hershey looks every inch the B-movie queen. The trouble is, she acts like one too. Her insipid character is stilted and tite, and it is her scenes with Pesci that bring new meaning to the word cheesy. In all fairness, though, this is not entirely Hershey's fault. You've got to feel sorry for any actress forced to utter lines like, "She's a cold-hearted girl who married and buried an old man." Puh-leeze.

When the fateful finger of folly is finally pointed, then, it points straight at writer-director Howard Franklin. Franklin, who gave us 1990's Quick Change, is less than adept at handling this bit of film noir. In his attempt to clone the magic of the forties genre, Franklin has merely presented us with a pale xeroxed copy. The storyline and characters are so hackneyed they're laughable; and this ain't no comedy. In fact, it's not even a drama. More like a two hour cliché.

But the picture's not a total loss. Loosely based on the life of a photographer nicknamed "Weegee", the movie includes several extraordinary photos; some taken from actual tabloids of the era, others done specifically for The Public Eye. These glossy glimpses at human tragedy are fascinating and poignant. The film, however, is not.

Is the private eye story of years gone by gone for good? No. It's just nowhere to be found in this turkey. A classic cinematic style deserves to be showcased in the proper vehicle. For the time being, sit this one out. Rent The Maltese Falcon instead.

Ilana Wernick is a Barnard College senior.

Chainsaw Performance: On The Cutting Edge

Quite a colorful bunch crowded into Tilt the night before Halloween to witness the CMJ performance by A & M recording artists, Daisy Chainsaw. Fronted by the misleadingly fragile looking Katie Jane Garside, Chainsaw flew kicking and screaming through most of their songs from Eleventeen.

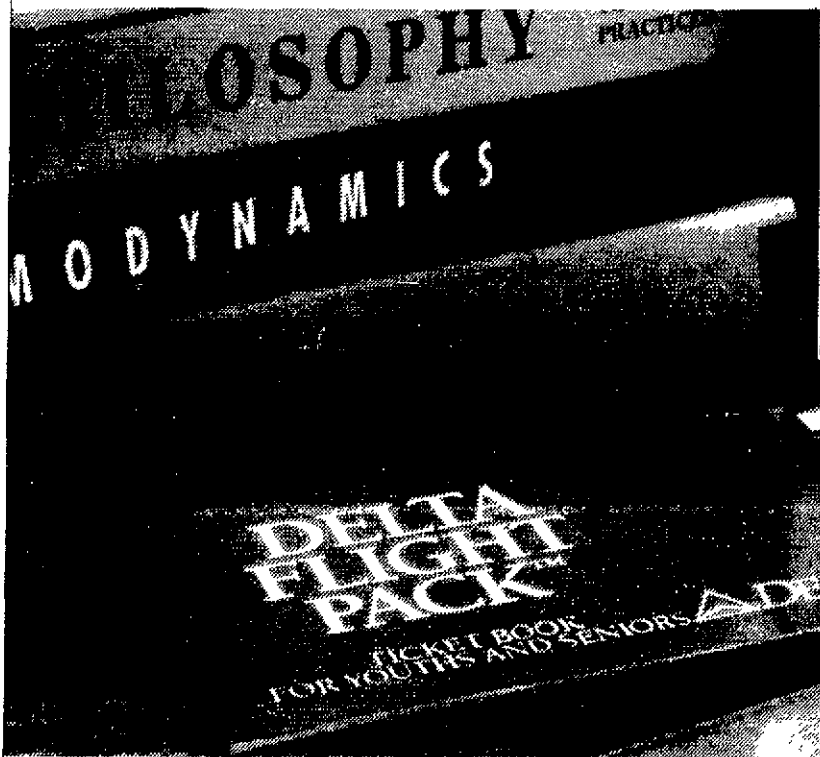
On stage Katie Jane portrays a woman caught in a game of dress up gone awry. Dressed in a fairy princess costume with props ranging from a teapot to a telephone, Katie Jane threw her small frame about the stage in a disturbing combination of childhood innocence and adult confusion and anger.

Knocking herself as well as her boyfriend, Chainsaw's lead guitarist, with whatever object she was holding, Garside displayed the pain and abuse that a woman might find in her life.

Ending the set covered in glitter and blood (some real, some fake), Katie Jane fell to the floor while her boyfriend, Chrispin (a.k.a young David Bowie wannabe) smashed his guitar in a burst of originality.

Daisy Chainsaw does not put on your typical downtown mosh show. Their performance art aspects separate them from other post punk bands. The combination of a superb musical performance and a disturbing theatrical one makes Daisy Chainsaw one of the most exciting young bands of this year.

Jessica Hodges is a Barnard College junior and Johanna Ingalls is a Barnard College senior.



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NOVEMBER 9, 1992

21 Million Chinese Lives Were Disregarded

There are a lot of things that I will never understand about this city. Most of all, I don't understand the Columbia University student population in this raging city. Here we are, in the most volatile of metropolises, and yet so many of us completely ignore the power we have (by being here) to change our world.

Unlike the student protesters in the People's Republic of China, we can educate, demonstrate and speak out on issues of our choice without the fear of being run over by tanks or being sent off to the countryside for "re-education." One issue that should have been addressed is the outrageous visit to China by Japan's Emperor Akihito. In May 1990, the Emperor visited South Korea and "apologized. . . for Japan's brutal subjugation of Korea nearly half a century ago, the first unambiguous acceptance of responsibility for Japanese wartime aggression had ever been expressed at such a high level." (New York Times, May 25, 1990) His father, the late Emperor Hirohito, referred to the United States incident as merely "regrettable." In the same outrageous fashion, Emperor Akihito, less than two years after his apology to Korea, could only manage to say to China that he was "deeply saddened." This was an unsatisfactory response, especially in light of the fact that it was the first visit to China by a Japanese Emperor in that country's "2,000-year history of the monarchy." (New York Times, Oct. 22, 1992) For the twenty-one million Chinese deaths and casualties resulting from the Japanese invasion that started in 1931 and ended in 1945 and the 300,000 deaths in "The Rape of Nanjing" (New York Times, Oct. 23, 1992), all that the Government will allow the Emperor is a vague statement of "regret."

Disturbingly enough, not only has there been no campus reaction whatsoever, but I've found that most of my peers, even my fellow students of Chinese descent were unaware of the devastating Japanese invasion of China that was so infamous that it has been dubbed "the eight year struggle." That was not so long ago, and in fact, it coincided with the tragic Holocaust. Still, here we are, silencing ourselves, keeping ourselves blind. Yes, the past is the past, but it should not be so quickly wiped from the history books.

I think of the way in which the Jewish Holocaust has moved me and upset me, how I've been exposed to movies and novels and photo-essays about it. Certainly, it is a part of the past that is in the hearts and minds of all people on this campus, and yet no one even remembers 21 million casualties from the exact same time period. I'm sure it has everything to do with our Euro-centric view on life. Here, our history books include a paragraph on the tragic American Indians' Trail of Tears, if we're so lucky. How could I expect even a sentence on that era of destruction in China? For me, I have great empathy for the Jewish people, because whenever I see those graphic and disturbing documentaries on the

Holocaust, I think of 21 million Chinese who endured the same pain. I remember the stories my mother tells me of the aftermath. Farmlands so ravaged that in the extreme poverty, wild dogs and children fought for scraps in the gutters. I remember older people telling me about the soldiers, who for fun, would toss babies in the air and catch them on their bayonets, like so many skewered pieces of shish kabob. Are these atrocities the faults of our Japanese peers here, today? Certainly not, but how can he, the son of the man in whose name these atrocities were executed, be so nonchalant?

How much more pain does their have to be to at least recognize the loss and humiliation that resulted from this? It is not acceptable to be only "deeply saddened." If 21 million Americans were wiped off the face of the earth, that would be one in ten of us.

Where are the survivors from this tragedy? Why don't more of us know about this? This is happening right now. The current Government in Tokyo does not want to be "seemingly kowtowing to China." (New York Times, Oct. 22, 1992) What about responsibility for their action? No one even mentioned retribution. Emperor Akihito referred to that horror as "a period of unfortunate history." (New York Times, Oct. 22, 1992)

The older people I know who remember keep saying things about the economic position China is in, the younger ones don't even know. I understand the Chinese Government's reluctance to press for an apology. They have to worry about keeping 1.3 billion people fed. That does not mean that I have to be complacent. That does not at all imply

Funny how everyone can recall the Cultural Revolution and Tiananmen Square, but not this tragedy. Was it really so long ago that it no longer exists?

that I have to accept their position. It may be painful or dangerously political for the older people on campus, but for me, and most of my peers, we are far enough removed to be able to respect and remember.

Somehow, I wonder and wonder again what the big deal is with all those Asian/Chinese student clubs are for if they can't even see that this should be addressed. There should be forums, symposiums, speakers. 1945 was not so long ago. There could be a guest survivor-lecturer, at least. Is it true that Chinese are the most apathetic? We do not have to live down to a horrible and unfair stereotype. We do not have to lock ourselves away in our ivory tower of academia and leave off living. We can form complete sentences, grasp quantum mechanics, paint abstract works of art, communicate with each other and remember what we did yesterday.

Funny how everyone can recall the Cultural Revolution and Tiananmen Square, but not this tragedy. Was it really so long ago that it no longer exists? Can that happen to past events? Can they be annulled through forgetting? Should they?

Kimi-Ming Chan is a Bulletin Commentary Editor and a Barnard College sophomore.

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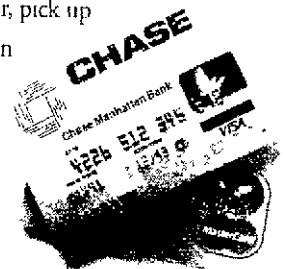
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Veteran's Day : A New Look at an Old Perspective

Flustered and confused, my Italian professor asked my wide-eyed class of beginning Italian students why we were protesting Columbus day on the Low library steps. With uneasy candor, I attempted to explain to him that Christopher Columbus was guilty of enslaving, raping and pillaging the natives of this continent, who treated him with innocent hospitality. Yet with a troubled nod of his head, and a dramatic stretch of his hands, he reminded me that without Christopher Columbus, we wouldn't be here. He had a point. Certainly Christopher Columbus is an unfit hero for any child, yet the holiday that bears his name commemorates not so much of the man himself, but the country that resulted from his discovery of America. It is a celebration of the millions of people freed from oppression and led to a country that would not have existed without Columbus finding it. It is about the founding of a nation where you won't be killed for what you believe or write, where everyone who is willing to work hard can have their piece of the pie. Of course, these are ideals that often fail, but they succeed much more often than if Christopher Columbus had made it to India.

In the same way, when we overlook Veterans' day because we cringe at being reminded of Vietnam, or the Persian Gulf war, we are looking at only a part of what this holiday represents. We are forgetting that more than anything else, Veteran's day is a day to honor the men or women who loved and believed in our country so much that they were willing to die for it. They did not stop at



doing what it takes to make things right.

While many of us, including myself, may struggle with supporting every single action of our nation's military, there is nothing we can say against the hearts of these men and women who lived and died to preserve our lives and freedom. Regardless of our reservations, they were trying their very best, and doing absolutely anything they could, to save us. It was as if they saw us standing in the middle of Broadway, with a Mac truck about to hit us, and they sprinted out to push us out of the way and take the blow themselves. Blaming these men and women for any decision their superiors made, is like blaming a police officer in Leningrad for the cold war. Failing to honor these men and women, is like saying that selfless devotion, idealism, and patriotism, cease to be of value.

What frightens me the most about this recent failure to support national holidays, is that it implies a new trend of surrendered aspiration among Americans. Americans don't even esteem working to have a nation they can be proud of. I am grateful that we are not as passive and ignorant as we were in the 50's; I appreciate our exploratory and questioning attitude concerning our government. New evidence on a Christopher Columbus, as well as on the Gulf war, is refreshing. However, I am alarmed that this has generated a despondent spirit of criticism, instead of a wholehearted commitment to change.

Sometimes it is helpful to think of our country as a child, always growing and changing. When a child makes a mistake, we correct it and move on. For example, if a child stole his favorite puzzle from school, we would take away television for an afternoon, teach him that stealing was wrong, and then send him back to school the next day with the puzzle. We wouldn't ground him for life, and feed him only bread and water. In the same way, if he was learning to play the violin, we would applaud their first piece, regardless of how grating it sounds, because we know how hard he tried. We wouldn't get wrapped up in his weaknesses. We would have faith in him; we would believe and know he could change. Yet this is how we treat our country when we are critical of her, but then fail to believe and put a remedy into practice. We must learn to deal with the problems while still applauding our Veterans' selfless efforts.

When we cringe because of embarrassment over our nation's military behavior on Veterans' day, we need to, instead, optimistically plan for a better future. Then we need to honor and imitate these men and women who did just that. They raised their hands at the call for help, and went and did whatever it took. Let's do the same.

Veteran's Day is a day to honor the men or women who loved and believed in our country so much that they were willing to die for it.

saying what they believed. They did not tell others what to do. No: these are Americans who backed up what they believed with their lives.

I don't know about you, but I feel like we could use some more people like that today. People who could break out of the prevalent political cynicism; people who would stop complaining about why everything is wrong, and start

Rebecca Shore is a Bulletin Commentary Editor and is a Barnard College sophomore.

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If you need help in College Algebra-Precalc-Calculus-Stats- Probability-Finite & Discrete Math- Physics-Chem.- French-Spanish-German-Spanish Comm. Corresp. & export procedure-GMAT & GRE prep. . . I offer professional one-on-one tutoring - \$15/hr. - call Ray Bacchus. . . (718) 493-6942 after 4 pm.

DIET MAGIC!

Astounding willpower in a bottle! Lose up to 30 lbs. per month just in time for holiday. 100% Natural! 100% guaranteed! Call today
(212) 714-7035

CALLING ALL STUDENTS WITH LEARNING DISABILITIES

Members of the Barnard LD Network are delighted to announce an open meeting of students with learning disabilities to be held on Wednesday evening, Nov. 11 from 7-8:30pm in the Brooks Living Room. All LD students - or students in the process of getting tested for learning disabilities - are most welcome to attend. Pizza and refreshments will be served. For more information, contact Susan Quinby in Disability Services at x44634 or stop by 7 Milbank. Please come!

Career opportunities at J.P. Morgan

for Columbia/Barnard students interested in

Corporate Finance
Global Technology and Operations
Management Services (Consulting)
Masters in Accounting Program
Sales, Trading, and Research

*Please plan to attend our
information presentation on
Thursday, November 19
Faculty House
6:30 pm
All majors welcome*

JPMorgan

J.P. Morgan is an equal opportunity employer

Many Roads...

If YOU are a responsible student who wishes to assist in building community in the residence halls by providing programs and activities that enhance the learning and social environment at Barnard College...

...Apply to join the 1993-94 Barnard College Student Life Staff as a

Resident Assistant (RA)

APPLICATIONS ARE NOW AVAILABLE

- Director's office of each residence hall
- Student Life Office (210 McIntosh)
- Career Services (11 Milbank)

*APPLICATION DEADLINE:
MONDAY, NOV. 30TH, 4:00PM*

Interested students are strongly encouraged to attend one of two INFORMATION SESSIONS ON NOV. 13 @ 10:00am or 2:00pm. Current RAs will be on hand to answer questions and give information.

**Send us
flowers!**

**Send us
chocolates!**

**Stop by and
visit us!**

Call us!

**But MOST
importantly,
WRITE for
us!**

...One Destination

ANSWERS TO THE BULL:

- (1.) = A ... Aileen Soper (BC'96)
- (2.) = C ... Stephen Dossick (CC'96)
- (3.) = F ... Prof. Caraley, Pol. Sci./Urban Affairs
- (4.) = B ... Nancy Abudu (CC'96)
- (5.) = D ... Prof. Delli Carpini, Pol. Sci.
- (6.) = E ... Sharon Blynn (BC'93)

J.P. Morgan Recruits on Campus this Fall . . .

(from "Up and last year")

J.P. Morgan seeks undergraduate graduates with potential to become part of the Morgan team that provides sophisticated financial services to corporations, governments, financial institutions, institutional investors, nonprofit institutions, and wealthy individuals throughout the world.

If you are interested, watch for recruiters from J.P. Morgan who will soon conduct information sessions on campus. Meanwhile, read on.

An overview of J.P. Morgan

J.P. Morgan's business is complex, and the role we fill often crosses organizational and geographic boundaries. Let us tell you, speaking the financial services we provide, including the following:

- Strategic advice. We are a leading financial advisor, counseling our clients on the financial implications of corporate strategy and structure, and executing transactions such as mergers, acquisitions, and divestitures. Morgan is especially strong on cross-border transactions, taking advantage of our global presence and analytical depth.
- Financing and capital raising. We are experts on raising capital for clients using all major financial instruments including equity and debt underwriting, loan syndications, and private placements in all major markets in the United States, Europe, and the Asia/Pacific region.
- Trading and risk management. Our business often requires transactions in the capital markets, where stocks, bonds, and other instruments are launched and traded. Morgan is a major participant in world markets as a market maker (matching buyers and sellers) and as a position taker (making short or long-term risk positions).
- Securities processing and information services. We deliver a wide range of operational services to our clients, handling a variety of needs from helping them track securities portfolios to managing cash on a global basis.
- Asset management and private banking. Morgan provides large investors, such as pension funds, insurance companies, and wealthy individuals, with sophisticated global investment management.
- Research. Morgan's business activities are supported by a strong research capability. In-house, research dedicated research units support specific business areas, such as our Financial Advisory Department, a group of company/industry specialists within our Corporate Finance Group. In addition, the firm's Global Executive Group provides a full range of macroeconomic analysis and securities and other financial instruments research.

To be continued in an upcoming issue of the bulletin.

Do career opportunities still exist on Wall Street?

They do at J.P. Morgan, a world leader in global finance.

We offer exceptional career opportunities for the highly motivated graduate in marketing and financial management, corporate finance, global technology and operations, internal consulting, sales, trading, and research.

You don't need an educational background in finance to succeed at J.P. Morgan. Successful candidates will receive extensive on-the-job training. This training includes specialized programs that help develop requisite business knowledge and technical skills, and introduce the ethics, culture, and work environment that distinguish our firm.

Attend our upcoming information session. Watch for the time and location on campus. J.P. Morgan & Co. Incorporated, 60 Wall Street, New York, NY 10260-1000.

Career opportunities at J.P. Morgan

JPMorgan

When You're Considering
An Analyst Position in Investment Banking,
Consider One More Thing.

Consider the investment bank that is uniquely in tune with the abilities and aspirations of the people who comprise it. Where high professional standards are reflected in principled every day practices. Where the talent of each individual is an integral part of the team effort. And where those who choose to accept the challenges set before them grow both personally and professionally.

In Short, Consider
Investment Banking
at Goldman Sachs.

Goldman Sachs
Financial Analyst Program
Information Session

Wednesday, November 11, 1992
Faculty House, East Room
7:00 p.m.

All Barnard College, Columbia College,
and SEAS undergraduates are welcome to attend.

