

31

reorientation

1971 an undergrad guide
to surviving barnard



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published by the barnard undergrad association

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introduction

This book is the child of the old **Student Handbook** and of a booklet called **Reorientation 1970**, and it is the fraternal twin of the administration's **Fact Book**, but it is different from all of these. The Student Handbook, although funded in part by Undergrad, has ceased to be a student publication in the last few years and has been prepared entirely by the Public Relations Office. Once upon a time, in Barnard's rah-rah days, there were students who volunteered to write cute guides for freshmen, lovingly emblazoned with Honey Bears and Lions. But years passed and students changed and bit by bit the student handbook became an administration publication. Last year, the members of the Barnard Action Coalition, one of the many short-lived political organizations to spring up during the strike, prepared a handbook on Barnard and New York called **Reorientation 1970**. It filled a gap in the orientation process, taking an honest and not always charitable view of the various aspects of Barnard life. Both freshmen and upperclassmen found it to be useful and more realistic than the Student Handbook.

Undergrad felt that there was a need for a book like **Reorientation 1970** to provide help and information available nowhere else. We also felt that it was the responsibility of the administration to publish the hours of the library and the phone numbers of the various administrative offices and so on, and to pay for their publication itself. Nor did it seem proper for statements of official policy to coexist with articles which denied that this was the way things really were. The administration agreed that there was a need for both books and accepted the responsibility for an informational book, while Undergrad decided to publish this book, on the model of **Reorientation 1970**, the Action Coalition having long since disappeared.

Some things which were previously covered by the Student Handbook have not been covered here and some things appear here for the first time. The area of organized student activity which occupied an important place in the old Student Handbook, has been ignored completely. There are several clubs at Barnard, though only a handful are active, and we felt that they do not play a role in Barnard life which justifies the space necessary to describe them. Undergrad is officially responsible for the clubs but takes no part in club activities beyond the allocation of funds. The Clubs Carnival during Orientation should serve to inform new students of the various organized activities on campus and anyone else desiring information can obtain it at the College Activities Office. Those activities, such as drama, which do attract student interest are perfectly capable of handling their own publicity.

We have also chosen to avoid the whole area of living arrangements, the problems of commuting, dorm life and so on, although a brief discussion appears in "The Neighborhood as Home." The rules applying to the various

dormitories are too varied and inconsistent to deal with here and as each residence hall assumes the task of informing and educating its own residents anyway, we did not feel the necessity of including that information here. The problems of commuters, though serious and many, are all too obvious to the Freshman commuter as soon as she has faced her daily trek to Barnard a few times, missed an important meeting or two and observed the easy camaraderie of dorm life from which she is excluded. Since we unfortunately do not have any brilliant solutions to profer, we see no point in rehashing these problems in detail here. The ongoing problem of finding sufficient housing for all of the students is one which Barnard must somehow meet. Much of the blame lies with the student component of Barnard because they have allowed the administration to avoid finding a solution to the problem. Since commuting is primarily a student concern, students, both commuters and residents, must work to solve it, not only by applying pressure on the administration to act, but also by breaking down barriers on a person-to-person level.

We have not included a section on every administrative office. If an office has not been included it is not necessarily because we felt that the office is unimportant to students. It may be because we simply did not have anything useful and original to say about that particular office. The Housing Office, for example, handles matters which are crucial to all students but there is no article on it here. The office is not perfect, naturally, and commuters still complain of brusque treatment, but we feel that all in all the Housing Office is dealing as well as might be expected with an impossible situation.

This booklet has been prepared by the Undergrad Association in the hopes that students will find the information useful and the opinions, if not always their own, at least responsible. Much of the material here IS opinion, but we have tried to be honest and fair at the same time, which is not always an easy task. If you find that these articles accentuate the negative, it is only because we feel that the positive is given more than its share of the attention in other Barnard publications. It would be more accurate, perhaps, to say, "I" instead of "we". The officers of Undergrad were spread all over the western world this summer and most of the writing and editing fell to one person, myself. The responsibility for this book must be entirely mine. I hope that it serves its purpose and welcome any complaints or suggestions (or offers to work on a revised version for next year). I would also like to thank Lynda Horhota and Dean Phil Benson of Columbia for permission to extract parts of **Reorientation 1970** and the **Columbia Student Handbook** for inclusion here.

—Jenny Bremer

getting a woman's education

Sometimes I think Barnard is as progressive in the liberation of women as it dares to be and other times I think it is only as progressive as it has to be. On the one hand, the administration and faculty seem honestly dedicated to helping women develop to their full capacity. Barnard is the first college to offer a major in women's studies and every year the number of courses about women has grown. The faculty, surely one of the few in the nation on which women predominate, includes several vociferous supporters of women's rights and freedoms.

On the other hand, one can frequently detect a patronizing attitude on the part of some of the male faculty and Kate Millet, one of the most famous supporters of women's liberation and certainly the only Barnard professor I ever heard of who actually wrote a best-selling book (**Sexual Politics**), has the distinction of having been fired not once but twice by two different Barnard departments, English and Philosophy. Perhaps it was because she is an avowed bisexual but, even overlooking the question of oppression of homosexuals, this is no way to go about providing a haven for women intellectuals from the unfair treatment of a man's world.

In the end, it must come down to a question of whether a woman needs the protection and encouragement of a women's college, allowing her to compete and develop in an atmosphere free from sexual stereotypes, or whether a coeducation institution would better prepare her for the real world, the man's world. All things being equal, the former would probably be preferred. But all things are not equal. In one college rating, Princeton ranked first in the nation with 787 out of 800. Several coeducational and all-male institutions followed but not until well into the 500's did a women's college appear. Barnard, it is true, was among the top women's colleges but her prestige and supposed educational quality clearly do not measure up to that of Columbia or other top-ranked coed and all-male schools. It is difficult to say whether a Barnard education is really inferior to that of Columbia College, but there is no doubt that a degree from Columbia far outweighs a degree from Barnard in the eyes of graduate schools and prospective employers. Of what use is the education and self-assurance a woman may gain in a protected environment if, upon emerging from her cocoon, she finds that the world does not recognize her accomplishments?

Nor does Barnard necessarily provide the nutritive and protective womb it claims to. Women are finally realizing that they have a right to minds and lives of their own, a right to develop in any direction they choose and not only along the few paths society declares proper. Barnard came into existence when nothing more intellectual than penmanship was thought fitting for young ladies, at a time when the very idea of a woman in a Columbia classroom was too shocking to contemplate. Barnard made laudable progress

in the education of women then, but her progress has been limited since then. Women's colleges are disappearing now and the bastions of upper class male education are falling, providing more opportunities for a woman to get a top quality education. There are still many professors at Columbia, and all too many students, who regard women as inferior. But there are those professors at Barnard who feel exactly the same way and seem to prefer women precisely because they can be made to accept passively whatever the professors say they must accept, without posing any of those nasty, unanswerable questions. These professors discourage discussions and individual thought and evidence shock and displeasure when women refuse to accept their edicts, even though these professors may themselves be women. Barnard may provide a haven for women intellectuals but it can also be a haven for inferior and authoritarian teachers of both sexes who could not hope to find a position in the more competitive coed or all-male institutions. These inferior professors preserve rather than combat the outdated sexual stereotypes.

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Barnard prides itself on its free and innovative approach to education. It regards itself as a community where individual thought and a close rapport between student and teacher are encouraged. Since Barnard carries a relatively small cargo of musty traditions, so the argument goes, it can afford to experiment and, because it is small, it does not foster the isolation and impersonality of a computerized education. This beautiful vision does not always match reality, unfortunately. Barnard classes are just as large as Columbia classes and our professors are just as distant, or even more so. I have never been to the house of any Barnard professor, but several of my Columbia professors have invited the class in for a friendly cup of coffee and an informal discussion. When Columbia's admittedly stodgy Committee on Instruction approved a radically designed program in which students would take only one course, in American government, and spend all day in that one class, Barnard's Committee on Instruction approved it, too, but not for credit. Barnard can be innovative, as the women's studies program proves, but she can also cling to outdated traditions when others have moved on.

All too often Barnard students are as much to blame for the stale classroom atmosphere as are their professors. They allow themselves to be bullied and denied the right to dissent when Columbia students would have gone on strike long since. Jokes abound at Columbia about "Barnard notes," said to be verbatim transcriptions of a professor's lectures, including every suppressed cough and mumbled "uh." Sometimes weeks of lectures can pass without a single comment from the students. The fault does not lie entirely with aloof professors. Women need to work hard to overcome years of training in passivity and unfortunately Barnard women do not always make the effort. Having men in the classroom helps: There is an undeniable electricity in the air of mixed classes which sparks discussion by members of both sexes.

Structural changes such as increased coeducation are not enough, how-

ever; we need to take individual action as well, to establish on our own the personal contacts with professors which Barnard claims distinguish the Barnard education. Be brave: invite a professor to lunch. It is true that Barnard discourages the mingling of professors and students. Students are not allowed to eat in the Faculty Dining Room, even by invitation, and few professors are willing to brave the long lines and noisy clangor of the student cafeteria when they can enjoy the curtains and table service of the Faculty Dining Room. McIntosh offers a neutral territory, where teacher and pupil can meet as equals, but its potential in this area has only begun to be explored by a few pioneering individuals. If you can't face actually sharing a meal with your professor, try visiting her in her office. It may be difficult to overcome the feeling that you are unfairly currying favor but once you have tried it, you will find that it is quite worthwhile. Some of the dormitories will reimburse you the cost of the dinner if you invite a professor to your suite, so start with lunch or a visit and work up.

The emphasis on grades and exams at Barnard also belies the image of Barnard as a progressive school. Students find that half the professors expect nothing more than a carefully revised and footnoted edition of their lectures. Some professors do encourage and appreciate original thinking but so many do not that many students simply decide not to risk deviating.

The pressure on a student for good grades comes from her parents, her peers and herself, and can be very uncomfortable, especially for freshmen. Unsure that they can handle college level work, they are more likely to panic and fall behind, although this is a problem which plagues members of every class. There is no reason to be afraid to approach your professor for help; the sooner you go to her with your problem, the easier it will be. Professors are usually very understanding, having been to college themselves, and will frequently grant an extension on a paper, without prying into your reasons for requesting it, especially if you ask before the paper is due. Talk to your friends; you will often discover that they are as far behind as you or having the same problems. Whatever you do, don't drop everything to catch up with one paper or assignment. If you stop going to classes and let other assignments drop "until you get this one thing done," you may find yourself unable to face the troublesome project, falling further and further behind until it seems hopeless. If you can't face a paper, or are behind in the work for a course, do some work for another course, something you enjoy, and keep going to class. You will feel better to be doing something you should and it will help you face the other project. If you really can't seem to catch up or face a paper or exam, talk to the counsellors in the medical office. Falling behind can create a cycle of anxiety and an inability to work which is much harder to get out of than it was to get into. The counsellors have dealt with similar problems many times and often a brief talk will help you see that the situation is not nearly so desperate as it seemed.

A bad grade (or one which the student feels is bad) or even the fear of a

bad grade can create severe strains which themselves hamper studying. Try to see grades in their proper perspective. It would not be true to say that grades are unimportant; graduate schools and future employers do pay attention to them (though freshman grades are often ignored) and they may be the only method you have of judging your own work. Nonetheless, they do not always reflect the true quality of your efforts or the amount you have learned. They are frequently arbitrary and sometimes completely unfair. If you can realize that grades are not expressions of heavenly judgment, you can avoid a lot of the tension and guilt which are bound up with grades and probably get a better education as well.

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student government

UNDERGRAD

Undergrad, Barnard's student organization, is sadly deficient in almost every way. Most of the students who know that Undergrad is their representative organization either regard it with scorn and distrust or don't bother to think about it at all. Undergrad is plagued by that vicious circle familiar to anyone who has ever been involved in student government: The organization is powerless, so no one tries to use it or becomes involved in it, so it has no support, and becomes even more powerless.

So many factors contribute to this undesirable situation that it is difficult to know where to start listing them. Some stem from causes beyond student control — it is not chance that the vicious circle above starts with Undergrad already powerless. Many years ago, Barnard students were content to allow their government to stick to managing the clubs and organizing occasional popularity-contest elections. Now they want real representation or nothing at all, but their organization is not equipped to handle the new responsibilities. Nor is the administration eager to accept student government as a real force. It often seems that the administration only pretends to encourage the growth of a real student role in college government and students who do participate find themselves constantly feeling that no one is listening, that the real decisions are being made elsewhere and by others. The advent of the committee system (see below) further weakened the already sickly organization and left Undergrad without a clearly defined role.

I would like to be able to say that Undergrad has a lot of potential and that it could become a real power on campus if only the students would support it, but I do not really believe that. It can serve some needed functions but it will never achieve an influence equal to that of the administration or the faculty. It can provide a voice for the students, one that is heard even if it is not always listened to. It can allocate the student funds so that the students get the most out of them, and it can support projects which it thinks are worthwhile and of interest to the students. Whenever it has the opportunity to appoint students to a committee, it can appoint women which it feels will really represent the students and not be awed by the faculty and administrators with whom they will have to work. All that adds up to more than nothing, but it is limited and even these tasks may not get done if the officers of Undergrad are not willing to work. If large numbers of students would get involved in student government and stay involved, they could be effective, but their effectiveness would be a product of their force of numbers, not of their involvement with Undergrad.

The powerlessness of Undergrad cannot be traced entirely to administration opposition, the present unpopularity of student government, or some

inexplicable perversity in the students which causes them to ignore matters of direct concern to them. Several factors which are out of anyone's control combine with these problems to make a truly effective student voice almost impossible. For example, there are literally thousands of students while the faculty numbers in the hundreds and the administration includes only a few dozen at most. While the faculty and the administration are organized into neat hierarchies which facilitate communications and help insure support the students are an amorphous and heterogeneous group without reliable channels of information. This makes it much harder to organize students and effectively marshal their support. Students complain that their representatives do not keep them informed, but they seldom stop to realize that there is no way to get information to them.

Even time seems to be on the side of those who do not want to see a powerful student bloc. Most of the important administrators and faculty members have known each other for years and are experienced in the intricacies of bureaucratic manipulation. When a student enters the fray, she may use up half of her term just getting acquainted with the way things are done and gathering enough courage to speak openly in front of high-level faculty and administrators. If a student does not become active until her junior year at Barnard, she will have very little time for effective action. Just as she begins to understand what is going on, her senior thesis and the worries of graduate school and a job will intervene. As graduation approaches, she may well lose interest completely, figuring that she is almost out anyway. Even the school calendar seems ideally suited to sabotaging student activism. Just as we are beginning to get settled into the school routine enough to turn to politics, there are midterms and then Christmas vacation. Immediately after Christmas, there are exams and another term to settle into. Pretty soon, spring vacation comes along and then there are midterms again. The few months of spring between midterms and finals are eagerly awaited by student activists as this is the only time when students can really afford to get involved. This is the traditional time for student political activity, but, while there is plenty of time for demonstrations and rallies, there is not enough time to get involved in the painfully slow workings of the bureaucratic process. Finally, exams begin and another year has passed without students ever really being able to become involved. The workload of the faculty is much more evenly distributed and the administration, of course, can afford to devote as much time as it wishes to dealing with college problems.

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The picture of Undergrad painted here is hardly one calculated to inspire you to ecstasies of admiration. It is not amazing that Undergrad finds only limited support among the students. There are many things wrong with it and not all of them can be corrected. While it is unlikely that it will ever gain for students the power held by the faculty or the administration, Undergrad is not totally devoid of purpose, as I have tried to show. We can complain loudly and we can argue; we can allocate funds as we choose. We

need the support of students and need your suggestions and complaints. Undergrad has office hours ten hours a week (our office is upstairs in McIntosh) and we hope to improve communications this year by better utilizing **Bulletin** and **Spectator**. Following are the officers for 1971-1972. (I am sorry I do not have the addresses and phone numbers of all of the officers; they are available in CAO.)

President: Jenny Bremer (room 7-B-1, 616)

Vice Presidents

Janet Axelrod

Debbie Borut

Peggy Nelson

Treasurer: Ilene Karpf

THE TRIPARTITE COMMITTEE SYSTEM

When I first heard about the committee system that was to be set up at Barnard, I was skeptical, to say the least. I did not believe that the administration and the faculty were really ready to share their authority with the students. I did not believe that advisory committees could play any real role in the decision-making process at Barnard. I still don't believe it, and I still have the uncomfortable feeling that the committee system would be scrapped if the decisions began to go against the wishes of the administration, but for the present it must be agreed that students have a much greater voice than they used to. That is, if they take advantage of it. Last year was the first full year of operation for the tripartite committee system (so called because each committee includes students, faculty and administrators) which was initiated after the strike of 1968. There are many problems to be worked out, not the least of which revolve around the student representatives. There is no need to discuss each committee separately here, since they are described adequately in the **Fact Book**, but a general discussion of the system, its strong points and shortcomings, should help to relieve some of the students' confusion.

Many students, failing to understand the committee system, ignore it completely. This is a grave mistake. Almost every area of college activity is covered by a tripartite committee and some of the committees have a good deal of power. All three groups (students, faculty and administrators) are adequately represented on all of the committees within the system. The combined votes of any two of them can defeat the third, except on the Housing and College Activities Policy Committees, which are actually dominated by students.

The eleven committees which deal with the various aspects of college government form the heart of the committee system. A twelfth, the Coordinating Council, which is co-chaired by the President of the College and the President of Undergrad, supervises the operation of the other eleven tripartite committees. It does not have power to alter or reject their decisions, restricting itself to making sure they deal with matters in their jurisdictions and proposing modifications of the system. The committees' decisions are passed

on to President Peterson or "the appropriate body" for final approval. This is the loophole, of course, leaving the administration in ultimate control. So far they have restrained themselves admirably, but this may be because the committees have been pretty docile. The Housing Committee did initiate coed dorms this year, but it is rumored that it was a change of heart on the part of Ms. Lawton, the Director of Residence, rather than committee pressure, which was really responsible for the sudden progress.

Some committees may just as well be ignored, it is true. The Committees on Physical Planning and the Library rarely even meet. The importance of other committees cannot be overstated. The Committee on Instruction is one of these. This committee has an iron grip on all matters academic. Whether you think the science requirement should be reduced or want more courses in women's studies or a course in handicraft art, only the Committee on Instruction can grant your wish. The Committee is firmly in the hands of the eight faculty and the four administrators on it, but there are elected students, all with voting power. The Committee does not rule on individual cases, leaving that task to the Committee on Programs and Academic Standing. This last committee, which is outside of the tripartite system and utterly devoid of students, makes decisions on questions of transfer credit, permission to take a course in another division, permission to speed up a course of study, and so on. The Committee on Instruction merely approves all courses, old and new, regulates exams, determines the requirements for the degree, and sets the amount of cross-listing with Columbia, which is quite enough to make it the most important committee on campus.

The tripartite system is not a miracle solution which has given students a real voice in every aspect of campus affairs overnight, however. Students are still barred from faculty meetings and two important areas remain in the tight grip of the administration and the faculty: budgeting and faculty appointments. The latter is controlled by the chairmen of the various departments and a committee called the President's Advisory Committee on Promotions, Appointments and Tenure, which is outside of the tripartite committee system. There are no students on the committee, needless to say. The other area, that of budgeting, may come within reach of student influence soon. A proposed budgetary review committee would give both students and faculty a chance to examine all-important questions of the use of funds, to complain if the college is investing in polluting or war-related industries, expanding into the community at the expense of needed lower-income housing, or allocating less than they feel is desirable for scholarships, faculty salaries, dormitory improvement, or whatever.

Any discussion of government at Barnard would be complete without a mention of the Columbia University Senate, but we are going to discuss it anyway. The Senate governs the University (in theory only); it is not part of Barnard's tripartite committee system, but it might as well be, for its "decisions" are rarely given the consideration which the "recommendations" of

the committees receive. Barnard is not a part of Columbia University and consequently our student representatives on the Senate are only observers and cannot vote. Next year, the Senate will probably grant Barnard one voting student representative.

The rules governing selection of Senate members present a clear-cut example of institutionalized discrimination against students. Forty percent of the members of any constituency must vote in a Senate election for it to be valid and the winning candidate must glean 40% of the vote. It is obvious that small constituencies such as the graduate political science faculty will have much less trouble gaining the required percentages than will larger ones such as the students of Columbia College. The larger constituencies are also more likely to have many candidates competing for the same seat, increasing the chance of having to hold run-off elections, which also require a 40 percent turnout. Columbia College students failed to vote in sufficient numbers in the last election and unless they manage to gain 40 percent in another try this fall, they will not be represented. Although it makes little difference whether they have representation in the powerless Senate, and Columbia students can hardly be blamed for ignoring the election, it is insulting to be denied representation. What seems to be a fair practice designed to insure that representatives truly represent their constituencies turns out in practice to keep students from being represented at all.

The student members of the tripartite committees are elected in general student elections. Since students show little interest in the elections and are usually unfamiliar with the candidates (who may number into the hundreds), they may not always be represented even as well as the faculty, whose representatives are often appointed by the Faculty Executive Committee. Sometimes students who are elected to a post fail to show up for more than one or two meetings, dangerously weakening the student vote. Even when students take their responsibilities seriously, they suffer from a lack of experience. It takes a lot of courage to speak out against the opinions of the Dean of the Faculty or the Assistant to the President when they are in the same room, much more courage than it takes to curse them in private and often more courage than the representatives have.

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The poor communication between representatives and students poses a far more serious threat to the committee system than any of the above problems. Students do not understand the committees and they do not know who their representatives are. They do not know what the committees are discussing or when they are meeting (meetings are open to the public and students and non-members may speak at them). The representatives do not know how the students they are supposed to represent feel on any issue and they often feel that they have no support, which makes their already difficult task even more difficult. Until these problems are solved, students will not really have a voice in the college government.

coeducation

The coeducation debate has been raging back and forth ever since I came to Barnard three years ago. No doubt it was going on long before that and will continue after I leave. Though every year has seen another student group spring up advocating more coeducation, progress has been painfully slow. True, every year there is a little more crosslisting* and this year we have finally won a coed dorm (although many feel that Barnard suffered in the trade of housing). But there are still several important departments which steadfastly refuse to allow coeducation and there is no guarantee that the progress will not be reversed. Almost everyone agrees on coeducation as a goal to strive for but the exact form it is to take remains a juicy bone of contention. Students are united behind the idea of coeducation, but, all too often they do not understand the complexity of the interests and issues which underlie the slow progress to date. Failing to realize why their plans do not succeed, they lose interest easily when they do not get immediate results. The real barriers to coeducation at Barnard and Columbia do not stem from intellectual differences over the relative merits of coeducational and separate education, but from the different interests of the various groups involved and the conflicting power relationships. If students are to be effective in their lobbying for coeducation, they must gain a better understanding of the problems to be solved.

12

If Barnard were a part of Columbia University, many of the difficulties would be eliminated. Barnard, however, is legally and financially separate, leaving ample room for interminable squabbles over the ideal arrangement. Should Barnard merge with Columbia, limit itself to closer cooperation or even break off entirely and admit men on its own, as some have suggested? If we merge with Columbia, should we join the corporation as a fourth undergraduate institution (the other three being Columbia College, the undergraduate men's college; General Studies, coeducational but restricted to those over 21 or employed by Columbia; and Engineering, almost entirely male), retaining some of our identity and curriculum; or should we merge with Columbia College, probably forfeiting our identity? If we merge with Columbia College, should the other undergraduate divisions also join the new conglomerate? And in any arrangement, there are difficult questions of appointment procedures, degree requirements, curriculum, and finances, which must be resolved.

The most pressing problem which must be dealt with before cooperation can be implemented smoothly is the problem of the division of responsibility.

* Cross-listing is the practice of listing courses from Columbia in the Barnard handbook and vice versa, allowing students to take the course as if it were offered at their own school. The result is to make the cross-listed course coeducational and "cross-listing" has become a synonym for coeducation.

To what extent shall the departments cooperate in designing their course offerings and in recommendations for appointments and promotions? If departments resist cooperation, should they be forced to follow the will of the majority? Some departments, like Anthropology or History, are virtually merged, but others, like English, have made no progress at all. If they are to be forced to change their position, who is to force them and what sanctions are to be applied?

The question of financial responsibility is almost more troublesome than that of educational responsibility. At present, Barnard is in the black, while Columbia University's yearly deficit is almost \$15 million. Barnard's tuition is slightly less than Columbia College's, although Barnard's faculty members receive slightly smaller salaries. It would be a mistake to conclude from these facts that Barnard is in better fiscal shape than Columbia and could well afford to stand alone. Barnard depends on Columbia for her financial health. Many of her departments would almost cease to exist if deprived of Columbia staff and many of our most senior faculty also belong to Columbia's graduate faculty. If they were forced to choose between Barnard and Columbia, they might well leave Barnard. Columbia's resources also attract junior faculty working on higher degrees to Barnard, since Barnard's faculty can take Columbia courses without charge. How many would stay if that were not so? Without Columbia, Barnard would become merely another small liberal arts college.

Columbia does not need Barnard quite as desperately. The current agreement can be terminated with a year's notice, allowing Columbia College to admit women on its own. Columbia can ill afford the expense of attracting women students and meeting their needs at present, but pressure is growing for Columbia College to begin admitting women nonetheless.

THE STUDENT INTEREST

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Of all the groups involved in the coeducation fight, it is the students who have the most cohesive position. A survey conducted last year showed that 99 percent of Barnard students favor either "some" or "total" crosslisting, with the majority in favor of total exchange of courses with Columbia. Columbia students are even more firmly behind coeducation than Barnard students, if that is possible. Student desires are simple: they want coed classes, they want variety of course offerings and they want their expenses to remain stable. They do not care how the institutional niceties are resolved, as long as the change comes soon. Student opinions are changing somewhat. A few years ago, I would have said that Barnard students wanted to cooperate with Columbia but were eager to keep Barnard free from the entangling bureaucracy of Columbia University and maintain at least a potential for creative reform. The poll taken last year, however, showed that the students are evenly divided on the question of merger,

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If Barnard were a part of Columbia University, many of the difficulties would be eliminated. Barnard, however, is legally and financially separate, leaving ample room for interminable squabbles over the ideal arrangement. Should Barnard merge with Columbia, limit itself to closer cooperation or even break off entirely and admit men on its own, as some have suggested? If we merge with Columbia, should we join the corporation as a fourth undergraduate institution (the other three being Columbia College, the undergraduate men's college; General Studies, coeducational but restricted to those over 21 or employed by Columbia; and Engineering, almost entirely male), retaining some of our identity and curriculum; or should we merge with Columbia College, probably forfeiting our identity? If we merge with Columbia College, should the other undergraduate divisions also join the new conglomerate? And in any arrangement, there are difficult questions of appointment procedures, degree requirements, curriculum, and finances, which must be resolved.

The most pressing problem which must be dealt with before cooperation can be implemented smoothly is the problem of the division of responsibility.

* Cross-listing is the practice of listing courses from Columbia in the Barnard handbook and vice versa, allowing students to take the course as if it were offered at their own school. The result is to make the cross-listed course coeducational and "cross-listing" has become a synonym for coeducation.

To what extent shall the departments cooperate in designing their course offerings and in recommendations for appointments and promotions? If departments resist cooperation, should they be forced to follow the will of the majority? Some departments, like Anthropology or History, are virtually merged, but others, like English, have made no progress at all. If they are to be forced to change their position, who is to force them and what sanctions are to be applied?

The question of financial responsibility is almost more troublesome than that of educational responsibility. At present, Barnard is in the black, while Columbia University's yearly deficit is almost \$15 million. Barnard's tuition is slightly less than Columbia College's, although Barnard's faculty members receive slightly smaller salaries. It would be a mistake to conclude from these facts that Barnard is in better fiscal shape than Columbia and could well afford to stand alone. Barnard depends on Columbia for her financial health. Many of her departments would almost cease to exist if deprived of Columbia staff and many of our most senior faculty also belong to Columbia's graduate faculty. If they were forced to choose between Barnard and Columbia, they might well leave Barnard. Columbia's resources also attract junior faculty working on higher degrees to Barnard, since Barnard's faculty can take Columbia courses without charge. How many would stay if that were not so? Without Columbia, Barnard would become merely another small liberal arts college.

Columbia does not need Barnard quite as desperately. The current agreement can be terminated with a year's notice, allowing Columbia College to admit women on its own. Columbia can ill afford the expense of attracting women students and meeting their needs at present, but pressure is growing for Columbia College to begin admitting women nonetheless.

THE STUDENT INTEREST

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Of all the groups involved in the coeducation fight, it is the students who have the most cohesive position. A survey conducted last year showed that 99 percent of Barnard students favor either "some" or "total" crosslisting, with the majority in favor of total exchange of courses with Columbia. Columbia students are even more firmly behind coeducation than Barnard students, if that is possible. Student desires are simple: they want coed classes, they want variety of course offerings and they want their expenses to remain stable. They do not care how the institutional niceties are resolved, as long as the change comes soon. Student opinions are changing somewhat. A few years ago, I would have said that Barnard students wanted to cooperate with Columbia but were eager to keep Barnard free from the entangling bureaucracy of Columbia University and maintain at least a potential for creative reform. The poll taken last year, however, showed that the students are evenly divided on the question of merger,

45.6 percent favoring merger and 45.6 percent favoring closer cooperation with Columbia, but without forfeiting Barnard's individuality. Last year, I would have said that Columbia students wanted to cooperate with Barnard, but now there is a growing impatience and a feeling that Columbia should cut off Barnard if it will not cooperate and admit women on its own. Barnard women are showing increasing concern with the need for a college which meets the special needs of women. They are afraid, and reasonably so, that Columbia will continue to treat women as second-class people.

With these important exceptions, the students of Barnard and Columbia are united behind coeducation. They are tired of being told that they cannot take courses they want because they are taught on the other side of Broadway. They are tired of having to file endless petitions to take courses which their friends can take without any hassle. They are afraid that, now that Barnard has agreed to pay Columbia for the excess travel away from Barnard to take courses across the street, it will become more difficult to take courses at Columbia College and may even cost money. This fear is not without grounds; last year a supposedly-secret memorandum from Dean Breunig, Dean of the Faculty, fell into the hands of the students and revealed that the administration had requested department heads to discourage students from taking non-Barnard courses. At present, it is possible to study at other divisions of the University, although a great deal of running around and sometimes considerable expense may be involved. Any courses listed in the Barnard catalogue may be taken without going through any special procedures no matter where it is offered, at least at present. These are the procedures for courses in other divisions (this information can also be found in the front of the Barnard catalogue):

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HOW TO TAKE A NON-BARNARD COURSE

1. Columbia College — Permission forms to take a course at Columbia College may be obtained at the Registrar's Office in Milbank. The form requires the signatures of the instructor of the Columbia course you wish to take, the chairman of the comparable Barnard department, and your class or major adviser. The form also requires an explanation of why it is necessary for you to take a Columbia course. Very often, the fact that a comparable course is not offered at Barnard will suffice. At other times, it may be necessary to manufacture a "schedule conflict," making it impossible for you to take the comparable Barnard course at the time it is given, and necessitating your taking the Columbia course. Signatures are USUALLY more of a hassle than a barrier.

2. General Studies — The permission of the class adviser or major adviser and of the Committee on Programs and Academic Standing is necessary to take courses offered in the School of General Studies. With the following

exceptions, General Studies courses not listed in the Barnard catalogue must be paid for by the Barnard student:

- a. Courses essential to the major
- b. Language courses not offered at Barnard
- c. Courses certified by the chairman of the department as essential to a program of work to be taken at Barnard in a particular field under the direction of the department.

3. Graduate Faculties — Permission of the instructor of the course, permission of the comparable Barnard department chairman, and permission of the major adviser are required for upperclassmen taking courses in the Graduate Schools in their major field. For courses outside the major field, the students must pay for the course, unless waiver of fees is recommended by the major adviser and granted by the Committee on Programs and Academic Standings.

4. School of the Arts — Eight courses from the School of the Arts are listed under the Art History section of the Barnard catalogue. These courses may be taken without the student being charged an additional fee (except for a studio fee). Special forms, obtainable at the Registrar's Office, must also be filled out to take courses at the School of the Arts, and assorted signatures are required. The Committee on Programs and Academic Standing determines whether or not additional fees will be charged to the student taking studio courses at the School of the Arts, after the student has received permission to take the specific course from her adviser and from the instructor of the course at the School of the Arts.

THE ADMINISTRATION'S VIEWPOINT

The interests of the administration are almost as easy to understand as those of the students. Barnard administrators are honestly concerned that a merger would threaten the integrity of the Barnard education they have worked on for so many years. They are also concerned that it would threaten them. What would happen to the Barnard bursar, for example, if Barnard were merged with Columbia? Officials who presently bow to no one but President Peterson and the Trustees would suddenly come under the jurisdiction of the top-heavy Columbia bureaucracy. While Barnard is not always as innovative as it claims to be, it cannot be denied that the potential is there and much freedom of action would be lost in a merger with Columbia. However, there is justification for the fear that Barnard administrators may defend Barnard too well and end up with a wreck, albeit an uncompromised one.

The Columbia administrators are concerned with one thing and one thing only: Columbia is falling apart and they have to save it. Young men are no longer intrigued by a cloistered education and they are passing over Columbia in favor of the large state schools and the newly-coeducated members of the Ivy League. Columbia would also love to get its hands on Barnard's new

labs and even the loyalist of Columbia men recognizes that the Barnard faculty is superior in some areas. Columbia wants desperately to cooperate with Barnard (as long as it does not have to give up too much), but it is coming under increased pressure to coeducate and coeducate NOW and it is growing tired of Barnard's coquetry.

THE FACULTY'S VIEWPOINT

The Faculty position is by far the most confused of the three. I confess that I do not understand the position of Columbia faculty at all. They seem to be ignorant of the important issues and to maintain an attitude of aloof disinterest. Barnard faculty, on the other hand, are vitally interested and quite concerned over the possibility of merger. Our women professors are afraid that they would be discriminated against in matters of appointments to tenure and promotions, and their fears are justified. The chairmen of Barnard's departments fear that they could not win such positions of untrammelled authority as they now enjoy and they are probably right. Barnard's faculty does not bow to anyone's authority at present, but the undergraduate faculty of Columbia frequently receives second-class treatment when competing for funds and personnel with the graduate departments, and Barnard's faculty are not eager to place themselves in the same position.

There is also an ongoing argument between the two faculties over what is referred to as Barnard's and Columbia's different "philosophies of education." Columbia, it is said, subscribes to a theory of "general education" which stresses study of the classics of western writing, philosophy and art during the first two years (embodied in the Contemporary Civilizations and Humanities classes), with specialization in a major area coming only in the final years. Barnard, by comparison, has a general distribution requirement which encourages students to explore various fields while specializing as early as they choose. Much of this can only be described as tommyrot. Once the general education system allowed freshman students to study the classics under the greatest scholars Columbia had to offer. Now many of the classes are conducted by graduate assistants who sometimes know little more than their students and many other colleges have abandoned the concept. A large number of Barnard women do not take advantage of the chance to specialize early and are flitting from major to major well into their junior year, while many of their Columbia contemporaries have been taking courses in their major areas since their freshman year. Nonetheless, the myth of these "philosophical differences" persists in the minds of many of the senior faculty and administrators. They will defend it with all the fervor men customarily throw into the defense of their cherished myths. If they fear that merger of Barnard and Columbia would endanger their philosophies of education (and they do) they will oppose that merger with all their strength and their strength is substantial.

It should be clear by now that merger serves no one's best interest. The faculty and the administration, especially those of Barnard, oppose it determinedly and the students do not want it if their demands can be met in any other way. Separation would be costly for Columbia and suicidal for Barnard. What is needed is some arrangement for equitable cooperation. It is to be hoped that such an arrangement will be found soon.

Barnard's refusal to realize that Columbia has all the advantages in this game seriously hampers negotiations. She foolishly refuses to make any compromises. Barnard is justified in trying to protect her faculty against discrimination and in working to preserve her freedom to experiment, but in so doing Barnard herself may be lost. Admittedly there are those who would not be sorry to see her go, but the faculty and administrators probably do not number among them.

The last few years have seen a flock of committees formed to investigate the Columbia-Barnard arrangement, but their recommendations have largely been ignored and each committee has wasted time retracing the steps of its predecessors. Now we have the ultimate committee, a committee made up of three trustees from each university. There is no higher authority to whom to pass the buck. Barring the formation of a sub-committee to study some aspect of the problem or a referral of the question back down to still another committee, this committee will have to act eventually.

This, then, is the situation as it now stands. Students who become involved in the coeducation debate need to understand something of the real issues they are dealing with. Otherwise, they will sally forth to do battle with the entrenched powers of the two institutions, armed only with their rosy-cheeked naivete, and they will lose.

drugs

What can one say about drugs at Barnard? Undergrad cannot and does not condone the use of illegal drugs but still there is a need for an honest treatment of the drug situation on campus. Many of the students use drugs, especially marijuana, but no one has to use them if she does not want to. Drugs have become as much a part of the college experience as football once was, but, again, the decision to use drugs is, and must be, a personal one. Students recognize this and respect the right of the individual to use, or not to use, drugs.

Ironically, the College also acknowledges the personal nature of the decision by scarcely interfering in drug use at all. Of course, official policy opposes all drug use and roundly condemns any traffic in drugs (see the Drug Statement in the **(Fact Book)**), but in reality, their policy is confused and ineffective, amounting to no policy at all. This does not mean that there is a license to use drugs. The College cannot keep the police off campus if they decide to bust and, although we know of no instance where a student has been expelled for drug use and certainly Judicial Council has never heard a drug case, we have no doubt that a severe offender, if discovered, would politely but firmly be asked to withdraw from school. But the sweet smell of grass does occasionally waft through the Student Center and the administration does nothing or, at most, asks the offender to leave the building.

DISCIPLINE AND DRUGS

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Perhaps the best way to describe the disciplinary side of drug use at Barnard is to describe the situation at Columbia College and then say that Barnard is not like that. At Columbia, everything is handled by a few deans under the Associate Dean for Student Affairs. They approve programs, arrange leave of absence, handle campus politics and, in addition, deal with drug problems. Should a case of drug abuse come to their attention (it is rumored they use student informers and maintain a list of suspected drug dealers), they call the student in and deal with him as they wish: sending him to counsellors, suspending him, expelling him, or whatever. We have never heard of an open trial before a disciplinary tribunal being used in a drug case as it is so often used in political cases, although presumably a student could demand one.

Barnard is different. There are no all-powerful deans. Only the President and the Judicial Council* have the power to suspend or expel for drug or

*No one can complain that the Judicial Council is not arranged in an eminently fair manner. It is composed of students, faculty and administrators and a student chairs; there are ample procedures (see the Fact Book for a complete description).

other disciplinary infractions. But the Judicial Council handles at most one or two cases a year and there are serious doubts whether it would even agree to handle so delicate a matter as a drug case, or that any would be referred to it since cases come before the Judicial Council on the recommendation of the Assistant to the President, Ms. Moorman. Last year it was decided that there should be someone in the administration outside of the medical personnel whom one could approach confidentially with a drug problem, either a personal one or one involving another student, and Ms. Moorman was designated as that someone. It is unlikely that she would jeopardize her role as a counsellor and adviser by turning someone in. She herself insists that she is not a disciplinary officer. It is also unlikely that President Peterson would intervene openly herself to suspend a student, though she might very well bring pressure on the student to withdraw from Barnard if she thought the situation merited it. In short, Barnard opposes drug use, but has yet to devise a method to deal with it.

The situation in the dorms is a slightly different matter. The Dorm Councils have the power to expel a resident from the dorms and, no doubt, would exercise this power against a dealer if pressed, since expulsion from the dorms is neither so serious nor so public as expulsion from school.

In summary, the disciplinary situation at Barnard in relation to drugs is a very relaxed one, too relaxed in the opinion of some students who are concerned over heavy drug use. If we take undue advantage of the administration's laxity, we are asking for student informers and secret lists. But if you want to smoke a joint with a few friends in the privacy of your room, you may do so in the knowledge that you are ninety-nine percent safe.

DRUGS AT COLUMBIA

If you do buy drugs, be careful. The world of drug traffic is a world of caveat emptor and many unsavory people are attracted to the Columbia campus to deal. Buy drugs only from people you know (there is no shortage of dealers) to insure top quality and safety. What you buy as mescaline may very well be acid, which is often passed off as the milder and more popular drug. Ordinary hash is just a marijuana derivative and not physically addictive, but opiated hash (usually with small white particles of opium in it) definitely is.

There seems to be something about life at Barnard and Columbia that encourages drug use. It may be the pressures of student life, the air of depression that seems to haunt the campus, the loneliness of life in New York City or just the popularity of drugs. It is certain that drugs are readily available on campus and equally certain is the fact that almost everyone uses drugs.

Drug use, however, can become a problem, even if the drug is only marijuana. It can interfere with your studies and mess up your whole life. If you find this happening, there are many places to turn for free help on campus.

WHERE TO GET HELP

EMERGENCIES — DAYTIME

Barnard Medical Office (8:30 a.m.-4:00 p.m.) — Provides some emergency care for bad trips and so on. It is better to go to the Medical Office when it is open than to try St. Luke's emergency room, where help is often slow in coming and unsympathetic when it does arrive, although they are the only ones who are equipped to handle severe drug emergencies such as heroin overdoses.

EMERGENCIES — NIGHTTIME

St. Luke's Emergency Room — For real emergencies requiring medication, the only night-time source of aid in the neighborhood is St. Luke's Emergency Ward on Amsterdam between 113th and 114th. They are open 24 hours a day and treatment there is free to Barnard women when the Medical Service is not open or when they are referred there by the Medical Office.

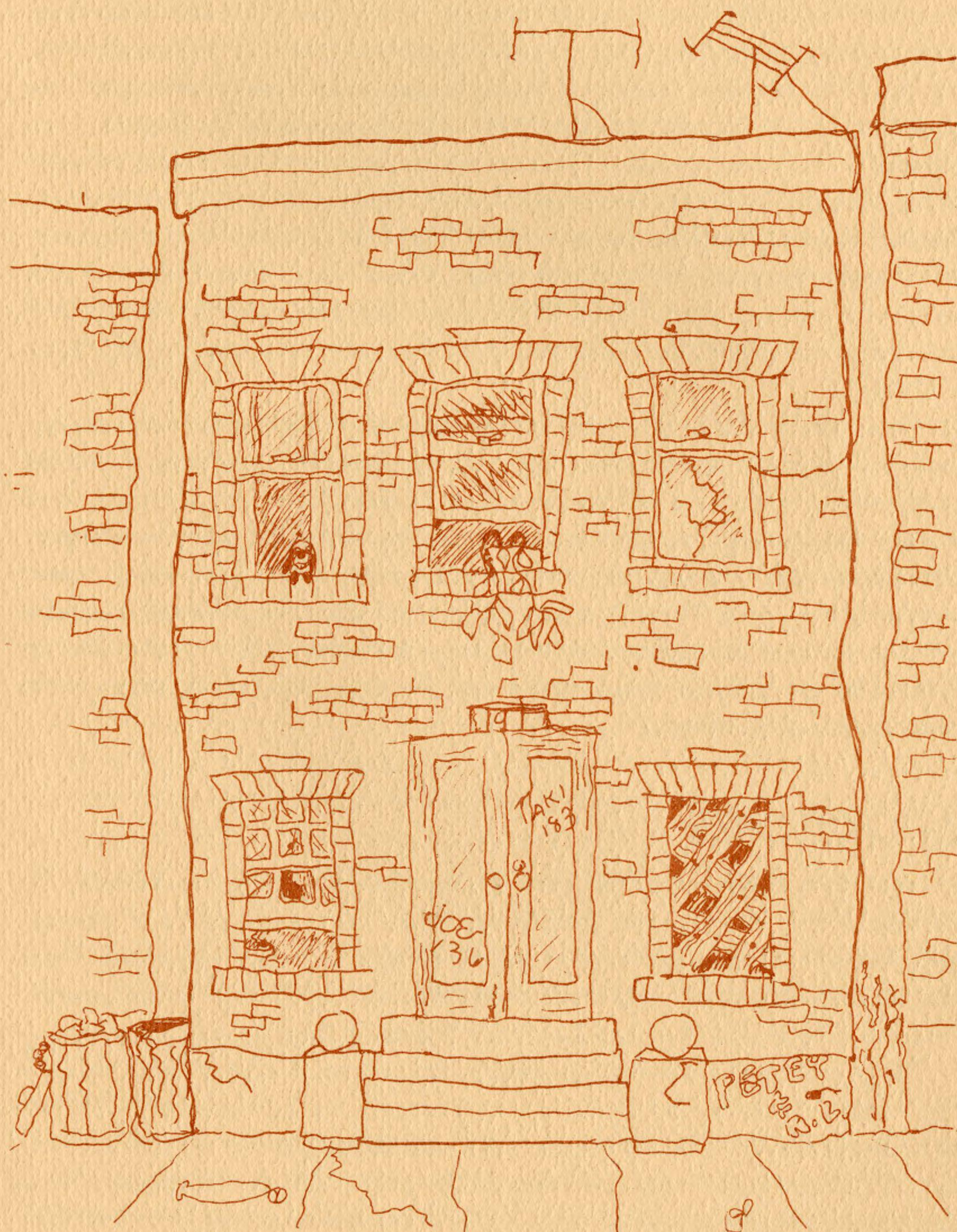
Dawn — For treatment of milder problems (bad trips not requiring restraint, depression and so on) the student can go to Dawn, located in the basement of John Jay Hall in the southeast corner of the Columbia Campus. Dawn was set up by students concerned over the drug problem as a place to go late at night for help. There are always volunteers there who are ready to talk to you and try to help you, although you do not have to talk to them nor is everyone who is there there because they want help with a problem. Many go just for coffee and conversation. Dawn is open from 10:00 p.m. until 4:00 or 5:00 in the morning.

LONG-RANGE HELP

Barnard Medical Office — The Medical Service maintains a counselling service which handles drug problems as well as other problems. In general, the counsellors are very good, although they have been criticized as too short-range in their approach. It should be stressed here that the counselling is absolutely confidential. Unlike Columbia, which has an extremely hostile attitude towards all drug use, Barnard has a more casual view of the whole thing (see above) and, although the counsellors may suggest that a drug user turn herself in to the administration, under NO circumstances will the counsellor herself report the drug user to the administration or to the police. (We regret that we can make no such statement in regards to St. Luke's.)

Connection (118th and Amsterdam, open from 10:00 a.m. until 10:00 p.m., approximately) — Connection is a youth-run program aimed at treatment of drug problems. They deal with both neighborhood and college people. Their primary approach is encounter-group therapy led by experienced personnel and anyone with a drug problem is welcome to join a group.

Columbia Counselling Service (612 W. 115th, phone 280-3706) — This service run by Dr. Anthony Phillips, is affiliated with Columbia but is available to Barnard women. It is not part of the Columbia Health Service. While not specifically drug-oriented, one of the staff members, Dr. Hendon, is especially interested in drug problems. He and another doctor, Dr. Kaufman, are also involved in a private effort aimed entirely at drugs. Working under a government grant, these two doctors offer free, short-term, confidential aid to drug users. Dr. Kaufman is interested specifically in heroin, while Dr. Hendon is concentrating on other drugs, including marijuana.



THE NEIGHBORHOOD

the neighborhood as home

Morningside Heights, more or less defined as the area bounded by 110th and 125th Streets on the north and south and Morningside and Riverside on the east and west, is not Park Avenue but it's not quite Harlem either. (Actually, it used to be called Harlem Heights but, well . . . it was felt that . . . uh . . . don't you think "Morningside" sounds nicer?) The Columbia area is an island of aristocracy in a sea of poverty, surrounded by Harlem and the Hudson River on three sides and the old Upper West Side, a once-luxurious area merging to its great consternation with the poorer areas around it, on the south. The hodge-podge of restaurants demonstrates the mixed ethnicity of the area as Greek and Italian groceries compete with each other and with the purveyors of "comidas chinas criollas" (Spanish Chinese food, a Morningside Heights original) for the local trade. A few blocks from Columbia University the signs of the collapse of the inner city are painfully evident and the streets are friendly and dangerous at the same time (see the article on SECURITY).

It has been said that anything can be obtained in Manhattan with enough money. We might paraphrase that and say that almost anything can be obtained on Broadway for not too much money. There are a dozen food stores within ten blocks of Barnard and probably twice that many restaurants. Small boutiques and specialty stores line Broadway and, to a lesser extent Amsterdam Avenue. There is a post office on 115th and Amsterdam and a hardware store on 113th and Broadway. Between 109th and 110th on Broadway are a large Woolworth's and the only department store in the neighborhood, Wollman's.

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BOOKSTORES

New York does not suffer from a shortage of bookstores. Barnes and Noble, at Fifth Avenue and 18th Street, is one of the biggest and popular with students because of its large supply of new and used textbooks. There are innumerable small used-book stores around 14th Street (Union Square) and the Village, but they are better for browsing than for serious quests.

The presence of Columbia University has spawned several bookstores in the immediate area. The three nearest Barnard are Salters's on 115th and Broadway, the C. U. Bookstore at 116th and Broadway (in Journalism Hall, and the Paperback Forum between 115th and 116th on Broadway. These are the only bookstores which specifically carry the books required for Barnard and Columbia courses. All three stores are quite inefficient and com-

plete madhouses at the beginning of the term. You will save wear and tear on your nervous system if you wait a few days to buy books, but you risk finding that they have run out of the ones you want. Salter's and the C. U. Bookstore offer discount packets of books for popular courses, but they are not always a bargain. If they include books that you don't want and which have only a few pages assigned reading, you may be better off to buy only the books you really need and read the rest in the library.

Most of the textbooks are kept behind a counter at Salter's and must be requested. The C. U. Bookstore has a wide selection of student supplies and sundries downstairs in addition to the books for courses, which are on the upper level. Downstairs you will also find the Paperback Den where literature other than that required for a specific course is housed. One cannot neglect to mention the check-cashing service, open from 9:00 until 4:30 in the lower level. Here for 10 cents you may cash almost any check upon presentation of your CUID.

Taylor's (corner of 113th Street), the Mill Luncheonette (between 112th and 113th on Broadway) and the famous New Yorker Bookstore (89th Street just west of Broadway) have some of the finest collections of radical and women's liberation publications to be found anywhere.

HOUSING

Many students, tired of commuting or seeking the privacy and quiet of their own apartment, embark on the search for an apartment around Columbia. Although it is possible to find an apartment, they are in very short supply and most of them are over-priced, under-maintained, and roach-infested. Even so, three or four students who live together will probably pay less than they would in the dorms.

Columbia University maintains a large housing registry but Barnard students do not have access to it. Contrary to popular belief, Barnard is NOT part of Columbia University, but is legally and financially separate. Most of the apartments in the registry are Columbia-owned and Barnard, lacking apartments of her own, cannot maintain a registry. Columbia is not about to share its zealously-guarded apartments with Barnard, no matter how desperately our commuters need to be near campus. Besides, many of the apartments are occupied by very poor people who probably could not find another place to live if they were turned out to make room for commuters who, after all, do have homes, however inconvenient to Barnard they may be.

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RESTAURANTS

AMERICAN

There are many small cafeterias in the neighborhood, and, although these are favorites, some of the smaller and less popular ones are worth trying. **College Inn** (between 112th and 113th) — Fairly cheap and good, especially for breakfast and lunch. Friendly service, but usually pretty crowded.

Deli-Lunch (116th off Broadway) — Especially good for bagels and omelettes. The quality is uneven but this is still a fairly popular place.

Duke's (111th and Broadway) — Open 24 hours a day, it's only advantage.

Takome (115th and Broadway) and **Mama Joy's** (113th and Broadway) are not really restaurants, but they certainly aren't grocery stores. Good and generous sandwiches to take out but everything else is hopelessly overpriced. Avoid them if you can.

Tom's (Corner of 112th and Broadway) — Very similar to the College Inn and its chief competitor for the college trade. Great sundaes.

EUROPEAN

Fairmont Viennese (116th and Amsterdam) — A good, cheap, homey restaurant with fantastic hero sandwiches, reasonably priced dinners (seconds are free on Fridays) and fine pastry.

Green Tree (111th and Amsterdam) — Excellent for hot lunches with a Hungarian flavor.

Hungarian Pastry Shop (111th and Amsterdam) — A really great place for a cup of espresso, a chocolatey pastry and some conversation. The people there are very friendly and eager to refill your coffee cup, but this is not a place for the calorie-conscious.

Symposium (113th between Amsterdam and Broadway) — Probably the best restaurant in the neighborhood, known for its great atmosphere, fantastic artwork (done by the proprietor), and authentic Greek food. You can eat a cheap lunch (try a salad or the fish roe dip) or a moderately expensive dinner complete with ouzo. The pastries are home-made and in the fall and spring there is a small terrace in the back.

24 ORIENTAL

Aki (Off Amsterdam on 119th) — This Japanese restaurant has the sort of friendly yet reserved atmosphere which one associates with Japan and tea houses. Both the food and the service seem more genuinely Oriental than that of the other "oriental" restaurants in the area.

Bombay India (125th and Broadway)—Recommended for good cheap curries.

Moon Palace (112th and Broadway) — One of the many inexpensive Chinese-American restaurants on Broadway, the Moon Palace features very large servings, quick service and takeout food.

New Moon Inn (110th and Broadway) — Food is good, portions large but somewhat slow in coming, and prices reasonable. Many find the atmosphere nicer than the Moon Palace.

Shanghai (127th and Broadway) — The neighborhood is inhospitable at night but the food is good and the atmosphere intimate.

Ideal (109th and Broadway) — The Ideal and the Oro del Pavo Real just down the street are representative of Spanish-Chinese restaurants, the menus featuring a mixture of Cuban and Chinese dishes, all very inexpensive. Although there is a strong emphasis on rice, servings are often too big to finish, even for hungry Columbia men.

GROCERIES

In addition to several small Italian markets around 110th Street (one of which even sells individual eggs) the following groceries are the most convenient to Barnard:

A&P's (120th and Amsterdam) — This tiny store bears little resemblance to the giant A&P's which dot the country. It is small, the prices are high and many customers complain that it is not very clean.

B & B's (114th and Broadway) — Prices are generally higher than other supermarkets in the neighborhood, but it is not as crowded.

Co-op (124th and Amsterdam) — As it is a cooperative market, its prices are somewhat lower than the usual prices in the area.

Daitch Shopwell (110th and Broadway) — Since Daitch is a part of a chain, its prices are generally a bit lower, especially for store brands, and it has the best selection in the neighborhood. Try to shop in the middle of the week and avoid the crowds.

Peter Reeves (112th and Broadway) — Known for good meats.

Pioneer (111th and Broadway) — Not quite as cheap as Daitch, but closer and less crowded. Both Pioneer and Peter Reeves sell vegetables by the pound instead of wrapped in cellophane like Daitch's.

Zabar's (Broadway between 80th and 81st) — "... a gourmet and epicurean emporium," featuring exotic foods: appetizers, cheeses, coffees and teas, candies, fresh bread and imported French cookware. The prices are high, but the quality is excellent and it is a wonderful place to browse late at night (it's open until midnight every day except Saturday, when it stays open until 2 a.m.) and the customers are as interesting as the merchandise.

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HEALTH FOOD STORES

Creative Health Foods (Broadway between 108th and 109th) — A good selection of grains and nuts. Small eat-in counter.

World Health Center (Broadway at 84th Street) — Recognized by many as the best health food store in the city and well-stocked with everything including a large selection of organic vegetables.

introduction to politics on morningside heights

Editor's note: Since we could not bring ourselves to approach the confused and confusing subject of the University, the community and campus politics, we prevailed upon a fairly political College student in our acquaintance to write this summary of the situation.

It is said that all generalizations are false, particularly political generalizations. Nonetheless, as this is a synopsis, I will attempt a few.

First, the obvious. New York is one of the most populous and politically tempestuous cities in the world. Its collective temperament is an almost barometric indication of the country's mood. The Barnard-Columbia community is necessarily bound up in the crisis and confusion of this city-state, with the most instructive examples of governmental shortcomings just beyond its walls. Set on a hill halfway between Harlem and the Spanish/student community of the Upper West Side, the University lords over the surrounding area, much of which it owns or controls by proxy*. It would be overly kind to term the landlord-tenant relationship as poor. Over the past two decades, one source estimates, more than 10,000 people have been removed from the neighborhood to allow for University expansion in one form or another. The new School for International Affairs building, whose members exercise tremendous influence in the development of this country's foreign policy, displaced 700 families. The antagonisms created by such action, aggravated by the knowledge of the SIA's role in the war abroad, are sharp. It is not surprising that in recent years many students have decided that, in this war, their proper alliance is with the community. The well-publicized strike in 1968 was in part a product of just these kinds of antagonisms — students and community people refused to allow the University to usurp for its own convenience land traditionally maintained as a public park. Little has changed since then. Organizations seeking to cement alliances with the community exist at both Barnard and Columbia. Programs vary from attempts to provide community access to University facilities to the often more effective approach of forcibly resisting University expansion. The conflict of interests has intensified, and the issue is pressing to the student both as an undergraduate and as a New Yorker.

It would not be productive to rehash here the complex of issues, both domestic and international, that are raised on campus. Suffice to say that prescriptive analyses, both correct and incorrect, are readily available, and that the student can expose himself or herself to any shade along the politi-

*More information about Columbia real estate holdings and policies can be found in the Cox Commission report available in bookstores, and in the pamphlet "Who Owns Columbia?" — Editor

cal spectrum. All major political organizations from the rightist Young Americans for Freedom to the Maoist American Student Movement maintain some kind of active presence on campus. Information on the more structured organizations (office number, regular meeting schedule and such) can be acquired through the College Activities Office at Barnard or the Office of Student Activities at Columbia. Information on crisis-oriented and generally less permanent organizations (usually unregistered with the school and consequently without formal office space) can best be obtained by taking a walk through Low Plaza some afternoon. Proselytizers of various persuasions will approach the student in much the same way that a carnival barker approaches his mark. The process is often crude, usually amiable and always instructive.

Much has been made of the mass media's most recent piece of pop sociology, archly labeled "... the cooling of America . . ." While they accurately observe that the mood on campus is one of relative quiet and intense introspection, they glibly conclude that students have abandoned the activism of the sixties for traditional academic concerns and the pursuit of some raucous career. While such an analysis may be comforting to publishers and a certain small segment of their readers, I believe it to be wholly inaccurate. The politically active student has been fed a steady diet of frustration at the hands of both local administrators and national leaders. While the University maintains the air of a tolerant market place for ideas, this front collapses when abstract discussion develops into concrete acts. This dycotomy, between the encouraged exercise of free political thought and the subsequent repression of effective political action, is galling. It has produced a bitterness, a period of genuine self-examination and a kind of quiet. The quiet is the quiet of caution, the caution of serious commitment.

security

Face it: Barnard College is in New York City and New York City is dangerous. Having faced that and taken the obvious precautions, try to forget it. You came to New York to enjoy it, to learn and to grow in it, and not to be afraid. It may be foolish to wander in Harlem at three in the morning, but it is asinine to allow fear to keep you from enjoying the city. If you let it, a reasonable amount of caution can grow into an unreasoning paranoia, turning you into a cold, unfeeling copy of the New York stereotype. This psychological threat, rather than any physical danger is the real risk of living in New York City. Do what you want to do, but do it sensibly, and you will have little to fear.

Some streets are safer than others. Try to stay on these, especially at night, even if it means going a few blocks out of your way. Broadway, as far north as 120th Street, is safe at any time, or at least safer than Amsterdam or Riverside. College Walk (116th Street between Broadway and Amsterdam) is safer than 120th or 114th. Farther south, 86th, 72nd and 42nd are much better lit and travelled than the intervening streets.

If you must go out at night (not counting trips to Takome and Butler Library) or if you must go to an unsavory neighborhood, ask a friend to go along. This works both ways: If someone asks you, say yes.

Whenever and wherever you travel in New York City, there are a few simple precautions you should keep in mind. Naturally, they go double at night or in dangerous neighborhoods.

1. Don't dawdle. Obviously this does not apply to a stroll across South Field or a shopping trip down Fifth Avenue. But, if the streets are deserted, it is a good idea to walk briskly (that doesn't mean run) and keep a good hold on your purse.

2. Be alert and LOOK alert. Stay well away from dark buildings and alleys. Try to avoid individuals or groups who look dangerous. This includes panhandlers, who sometimes are thieves in disguise.

3. Don't carry more money than you need. If you must carry a large amount, don't show it in crowded areas.

fighting boredom

There are so many things to do in New York City (especially if you have money) that we cannot possibly list them here. Guide books are available in various places on campus, including the Browsing Room of the Periodical Reading Room in Butler Library. Remember that convenience costs you money in New York City. For example, a first-run movie on the East Side is very expensive and involves waiting in line for at least an hour. Wait until the movie comes to the West Side and save time, trouble and money. Horseback-riding costs \$8.25 per hour in Central Park, but in Van Cortlandt Park in the Bronx (take the 7th Avenue IRT local to the 241st Street terminal) you may rent a horse for only \$4.00 an hour.

Morningside Heights itself provides many sources of amusement. There are numerous museums and art exhibits, many of which are free. The Riverside Museum (103rd Street and Riverside Drive) has a good collection of Tibetan art and frequent photography exhibitions. Grant's Tomb (in Riverside Park at 122nd Street; phone 666-1640) contains some exhibits (and Grant and his wife, of course), but is for the most part empty. The crypt gallery (underneath St. Paul's chapel) has different art and photography exhibits, which change regularly. Another art and photography exhibit can be found in the Interchurch Center (on Claremont and 119th Street). The Low Library Rotunda has excellent oriental art showcases and occasionally other exhibits, and McIntosh Center and Ferris Booth Hall have art exhibits which change every few weeks.

Two very large, very famous and very beautiful churches are close to Barnard. The Cathedral of St. John the Divine, on 110th Street and Amsterdam Avenue, is the largest Gothic cathedral in the world, although it is unfinished. St. John's sponsors many concerts and organ recitals. And, if you really want to know about the Cathedral, you can hang around and latch

onto one of the Greyhound tours. Riverside Church (at 122nd Street and Riverside Drive) also sponsors concerts and recitals. It has a youth program, an arts and crafts program, and a radio station, WRVR (mostly jazz). For 25 cents you can go up in the bell tower, which affords a beautiful view of the city, and has one of the largest carillons in the world. The roof of Carmen, and the penthouse restaurant on top of Butler Hall (119th and Morningside Drive and not to be confused with Butler Library) also provide fantastic views of Morningside Heights and environs.

In the basement of Ferris Booth Hall there are pool tables (\$1.00 per hour), a rifle range with real rifles (don't tell SDS), a bowling alley (\$2.00 per hour) and ping pong tables (a bargain at only 50 cents per hour). Barnard's bowling alley in McIntosh Center is much newer and, at 50 cents per game, at least as cheap. It is open in the afternoon and evening every day. Barnard also has a very nice indoor pool in the basement of Barnard Hall where you (and a Columbia guest if you wish) may swim free of charge during certain hours. The hours are posted by the towel check-out room downstairs in Barnard.

Ferris Booth and McIntosh have music practice rooms (with pianos) in their basements. There is no charge. Ferris Booth also has a music listening room on the second floor. It is equipped with a selection of records and, of course, you may bring your own.

As tightening finances and fear of vandalism grow worse at Barnard and Columbia, more and more facilities close or curtail their hours and the students are forced to rely on themselves to find some place just to be. The Postcrypt, a very friendly coffee house in the basement of St. Paul's chapel, has pastry, great mulled cider and live entertainment. The entertainment is mostly Columbia people so if you have some musical ability, go some weekend and talk to Adam about an audition. The Postcrypt is free (slight charges for the food) and open from 9:30 p.m. until 1:00 a.m. on Thursdays, Fridays and Saturdays. Another coffee house run by students, Dawn, is in the basement of John Jay Hall. Started as a place to go for help with a drug problem, it has become just a place to go where there are people, coffee and chessboards. It is open during the week from 10:00 p.m. until 4:00 or later in the morning.

There must be a hundred movie theatres on Manhattan, but I cannot resist mentioning the Thalia, on 96th Street off Broadway. This venerable movie house shows GOOD movies, mostly from the past. It advertises regularly in the *Spectator* and has a reasonable student rate. Actually, my favorite thing about the Thalia is that it is located next to a double row of tiny cottages around a courtyard which make you feel you have been magically transported back to New Amsterdam.

If you really want to get away but have no place to go or no money, you should consider Holly House, Barnard's cabin in the mountains. It is less than an hour's drive from Barnard and free to Barnard women. It is

unfortunate that so few people at Barnard take advantage of what is really a great place, with a fireplace, three bedrooms full of bunks and a kitchen complete with refrigerator. For a map of how to get there and information on whether it is free on a particular date, contact the Physical Education department on the second floor of Barnard.

getting around

Getting from one place to another in New York City is not nearly so complicated as it might seem at first. The public transportation system (the MTA), although dirty, noisy, and costly, does cover the area amazingly well. There are almost sixty different bus routes on Manhattan alone, for example (which explains why the bus map is not reproduced here—get a map from CAO; they have more than they need). Subways are generally faster than busses, but busses are often more scenic and much friendlier, for some reason. Buses require exact change or a subway token and free transfers from one bus to another are not available.

Perhaps the best way to explain the peculiarities of the subway system is to take an imaginary subway trip. Let us posit a burning desire on your part to visit Bloomingdale's department store at 59th Street and Lexington Avenue. You enter the subway station at 116th and Broadway. At some stations you must enter on the downtown side to catch downtown trains (and you cannot change from a downtown to an uptown train without leaving the station and paying another fare), but this is not the case at 116th. You buy a token, deposit it in the turnstile of your choice, and go down the stairs to the platform marked "Downtown." Subway maps may be obtained free from token booth personnel if and when such personnel are in a good mood. Approximately five minutes later, a train pulls into the station and stops. Let us stop and observe some of the details of this train, all hopelessly mundane, but all important in their own way. First, there are eight cars in each train and the first and fourth have a conductor in them. For this reason, people often choose the fourth car when the trains are deserted—if something happens, there is at least one trained person immediately available. You should know that there is also a policeman somewhere on every train at night.

There is a "1" on the front of the first car, indicating that this is a Broadway or 7th Avenue IRT local, the only train which stops at Barnard. On the side of each car are several panels reading "Broadway local" and giving the terminals, South Ferry and either 137th and Broadway or 242nd and Broadway. Some Broadway locals do not run above 137th Street but the distinction is unimportant unless you are going north of that street. The third stop downtown is 96th Street, where you may change to the "2" and the "3" trains, the Broadway expresses. The appellation "express" is something of a misnomer: careful research has shown that the passenger who stays on the local arrives at 42nd Street as soon as or sooner than the

passenger who changes unless there is an express waiting at 96th Street. It is extremely important to remember that if you take the 2 or 3 uptown, you **MUST CHANGE AT 96th STREET** for the local. The 2 and 3 have a 116th Street stop, but it is at 116th and Lenox, a mile away from Barnard across some of the most unsavory territory in Manhattan. Generally, expresses run on the inside tracks and locals on the outside. The transfer to the express is free as are all other transfers from one train to another within the same station.

You continue to 42nd Street (Times Square) where you must change to a train which goes across town. Here you have a choice. You may take the shuttle to Grand Central Station and then change to the Lexington Avenue IRT (the 4, 5, or 6 train) and go up to 59th and Lexington, or you may take the BMT train, the EE, or RR, directly to 59th and Lexington. Let us suppose that you choose the latter, although it does not matter at all. From your stance on the platform where the Broadway local just has deposited you, you can see several stairways, some labeled "to Flushing Line" or "to 42nd Street" and one labeled "to 41st Street and BMT." The problem of designating trains with anything resembling consistency is one which has plagued the MTA ever since the three lines, the BMT, the IND, and the IRT, were merged into one system. On the map, trains are designated by letters and numbers (numbers for IRT's and letters for BMT's and IND's) and these numbers and letters also appear on the front of each train and sometimes on brightly-colored signs on the platform where the train actually stops. In other parts of the station (and in the minds of most New Yorkers) one finds only "BMT" or "7th Avenue IRT." Consequently, it is a good idea to know all of the various names for each train. Since there are only a few trains which you will use frequently, this is not so monumental a task as it sounds and you will soon pick up the information. Climbing the stairs labeled "to BMT," you see several arrows, one saying "to Port Authority" indicating the way to the long passage to the bus station, and two others indicating the tunnels to the Shuttle and the BMT. Following the last you proceed somewhat in the manner of a child on a treasure hunt, moving from one "to BMT" to another until (miracle of miracles) you arrive at the proper platform and take the EE or RR to the 59th and Lexington stop and Bloomingdale's.

With subway and street maps and a vague idea of where you are going, most spots are easy to find, but the village, being such a poorly defined area, often poses problems for the novice subway user. The IND (change at the 59th Street-Columbus Circle stop) to Washington Square-4th Street is probably the best route to the West Village, and the BMT (change at Times Square to the EE or RR train and get off at 8th Street) is the best bet for the East Village.

Walking is highly recommended. You will often discover that the places you pass are more interesting than the place you are heading for. A good

street map is very useful (especially for the Village), both for walking and for avoiding getting lost after you get off the public transport. Do take precautions when walking, though (see SECURITY). Bicycling is also gaining in popularity.

Taxis are overpriced and most people do not find that the slight danger of subways, buses and walking merits taking a taxi unless you have lots of money, are in a hurry, or have something heavy to carry.

Learning to ride the public transport system is part of living in New York, the most exhilarating but also the most exhausting city in America. By the time you have mastered the buses and subways described above, you will be more than ready for the following information.

GETTING OUT

All commercial buses leave from the Port Authority, at 8th Avenue and 42nd Street, which is connected to the 7th Avenue Times Square stop by a long underground passage. If you have a lot to carry, it is a good idea to change at 59th Street to the IND 8th Avenue line (AA or CC train) because it means less walking will be necessary. Trains leave from Pennsylvania Station (34th Street stop on the Broadway IRT) or Grand Central Station (take the shuttle from Times Square).

The airports are a whole different game. There is a bus from the Port Authority to the Newark airport in New Jersey, but Kennedy and LaGuardia are much more difficult to reach. If you can find someone with whom to share a taxi, this may be the easiest way to get to the airports and it is surely the quickest, but expect a total cabfare of around \$15 for Kennedy. Buses run by the Carey Company leave from the East Side Terminal (38th and 1st Avenue), which is best reached by simply taking the Broadway bus to the end of the line. Fare to LaGuardia is about \$1.75, Kennedy is about \$2.50.

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Both airports CAN be reached by subway. Kennedy is near the Howard Beach stop on the A train but it takes at least two hours to get there. LaGuardia, however, is quite easy. Take the 7 train from Times Square and get off at Roosevelt Avenue-Jackson Heights in Queens. The QJ bus which costs 30 cents, runs from there to LaGuardia.

Hitching is lots of fun, cheap, and quick once you master it. It is also illegal all over the East Coast, so carry enough money (preferably in traveller's checks) for the fine and to beat a vagrancy charge if you get busted. Avoiding the Massachusetts and Jersey Turnpikes will help keep arrests down. Get a map before you leave (obtainable at the gas stations at 96th and 125th off Broadway) and study it so you know the route you want to follow. Drivers have a way of suddenly announcing, "I turn here. Do you want off now or do you want to go on towards Pinkeyville with me?" Drivers also show a shockingly poor grasp of this country's highway system. The George Washington Bridge (181st Street stop on the A train) is the

traditional place to start hitching to New England, the South and the West. Van Cortlandt Park in the Bronx is recommended for catching the highways to upstate New York and Canada.

A few safety tips. Never hitch alone. Three people rarely get rides, but two frequently do. If possible, hitch with a man (this is not male-chauvinist propaganda: men are stronger and less subject to rape). Hitch from entrance ramps and be sure that cars can safely stop near you and that they can see you from a good distance. This is not only safer but will make it easier to get rides. Experienced hitchhikers recommend turning down rides that are only going a short way, or are likely to leave you off in a more undesirable place for hitching than where you already are.



the administration

WARNING

Colleges, like most institutions, generate ever-larger bureaucracies and Barnard is no exception. Students often find themselves incapable of dealing effectively with the administration and this can create a barrier between them and their education.

When dealing with the administration, keep these things in mind:

1. An administrator is only an administrator. It is easy to be afraid of the administrator, the symbol of authority. Don't be. Try to keep in mind that you are paying over \$3000 a year for an education and that part of that money goes to pay whatever administrator you happen to be dealing with at the moment. She is, in effect, employed by you. Or, if you prefer, you are her customer, buying an education from Barnard. (Remember that the customer is always right.) It is a feature of bureaucracies that the people who work for them, dealing as they do only with the problems of their office and dealing with everything through their office, come to believe that their office is so vital to the well-being of the institution that it is synonymous with it. To you it may seem that the registrar is being unreasonable, but to her it probably seems that is defending the college and the proper order of things and it is you who are making an unreasonable request. Try to see it her way, but don't give up.

2. There are always two ways to skin any administrative cat. Very few of the rules at Barnard are so hard and fast that they cannot be broken. The Committee on Programs and Academic Standing may grant you permission to skip a requirement or accelerate your program if you petition and have a good reason. Prerequisites for courses are designed to limit class size and to ensure that the students can handle the course work. It is usually easy to convince the professor to let you in without the prerequisites and a professor's signature can do anything at Barnard. In general, professors dispense their signatures the way a pretend Santa dispenses candy at an orphanage, though there are some unfortunate exceptions (we wouldn't dream of naming them here, but you can ask anyone). It will save you hours of hassle and worry (and probably help you to get a decent education) if you find a professor or administrator to be your protector. Given the utter inadequacy of the Barnard counselling system, especially for underclassmen, it is almost essential to find some reliable source of information, preferably someone who is familiar with the area that interests you.

3. Administrators are not always trustworthy. This is an unfortunate but undeniable fact. Just as they may confuse the welfare of their particular bureau with that of the whole institution, just as they may confuse the individual's need for flexible rules with the institution's need for some sort of order, they may confuse their personal welfare with that of the college.

They may reason that, since they know what is best for the college, they must rise to the top to carry out their plans, and they may scheme and lie to make sure that they do rise to the top. And some of them are just plain dishonest. Fortunately, this warning applies only to a minority of the administrators; many of the administrators are really concerned with the welfare of the students and will deal honestly with you in working to improve a situation. Nor does the warning apply to ordinary dealings with the administration, but only to efforts to change the system. Many a student, taking her first naive step into politics, has run afowl of an experienced bureaucrat, and seen her plans privately torpedoed while publicly supported and last week's statements blandly denied today.

THE PRESIDENT'S OFFICE

Very few students realize that they can walk into Ms. Peterson's office at any time and make an appointment with Ms. Landau (Ms. Peterson's secretary) to see President Peterson. All you need is something you wish to speak to her about. This is not an open invitation to bother her, of course, but the student should realize that she is accessible and eager to talk to students.

A word about President Peterson herself. Ms. Peterson is a Kansan, and she is as friendly and soft-spoken as one would expect a Midwesterner to be. However, she did not get to be President by smiling at the Trustees. Behind her openness lies a very shrewd mind, not unaware of its own best interests. She always leaves the impression that she is an artless soul who agrees with you completely and is in total support of your project although this may not be the case. Listen to what she says very carefully.

A discussion of the President's Office would not be complete without a mention of Ms. Moorman, who is often reputed to have substantially more power than her title of Assistant to the President would suggest. At any rate, she wields considerable influence and makes a valuable ally if you can win her to your side. Ms. Moorman, a clinical psychologist, is also the administrator outside of the medical office who is responsible for handling drug problems. She will provide counseling and advice on drug programs and problems. She is NOT a disciplinary officer. Should you have any questions on drugs at Barnard or should you desire to discuss a personal problem or lodge a complaint, Ms. Moorman is the appropriate officer.

REGISTRAR

It is the duty of the Registrar to record grades and handle transcripts. Somehow, what seems to be such a simple task is made infinitely complicated by the Office of the Registrar. Their unstinting lack of cooperation makes them everyone's candidate for the worst office on campus. This office is the unfortunate exception to the law that there is always a way around the rules. Refusing to realize that they have the power to permanently damage a life

by withholding credits, incorrectly recording grades, and scrambling test scores, they cling tenaciously to every form and letter of their rules. I know of one case where a woman could not register on time because she was snowed in at a ski lodge. She had to pay the late registration fee anyway. In addition, the registrar's office is renowned for rudeness and excessive red tape.

Fortunately there are some avenues of hope. You can:

1. Avoid the office entirely. Unless you can enlist a masochistic friend to go instead, this can be disastrous to your academic career, though the avoided anger and frustration may add years to your life.

2. Communicate with the Registrar only in writing. For some reason, they respond much better to letters than they do to personal visits. Mailed through the campus mail (at least as efficient as the Manhattan posts), they are free and probably less time-consuming than hassling over the counter.

3. Best of all, get someone else to write. It takes very little to outrank a registrar, and this method is very effective. Letters from parents receive results when hours of screaming and pleading have failed. Even better is a professor's signature. The chairman of the department is best, but anyone, especially your adviser, will do. For quick results, type the letter yourself and ask him to sign it.

Never leave anything to the last minute with the registrar. Problems you never imagined have a way of popping up without warning. Find out the deadlines (they're in the catalogue), and act accordingly.

In all fairness, the personnel of the Registrar's office is stuck with rules they did not always lay down and many times, as in the case of petitions for Columbia courses, it is the rules themselves which create unreasonable red tape. Registration, handled entirely by the Registrar, is always amazingly easy and painless.

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COLLEGE ACTIVITIES OFFICE

As is so often the case with administrative offices, the worth of the CAO is determined not so much by what it does as by who does it. The main function of this office is the administration of McIntosh Center and the general supervision of all social activities on campus, but Ms. Meyers, the Director, has made it much more than that. She is one of the people in the administration who is honestly on the side of the students. She is fairly conservative by nature, and, of course, quite busy, but she is usually willing to talk and will do whatever she can to help you, no matter what your problem. At the very least, she will direct you to the most sympathetic administrator in the appropriate office.

Marty and Nance, the other non-student employees, are equally helpful and less conservative. In the line of official services, the CAO offers the following:

- access to piano practice rooms, assorted board games, and equipment for the ping-pong table (CUID required)

- addresses and numbers of Barnard women (available to Barnard women only and withheld upon request by the student)
- a mimeograph machine (to groups registered with CAO only, and there is a fee). Since this machine is pretty busy, it is a good idea to try Office Services in Milbank first.
- reservation of meeting rooms (registered groups only)
- combinations of commuter mailboxes (a directory of names and box numbers is posted outside CAO)

THE LIBRARIES

How much (if anything) you get out of Barnard depends to a great extent on how well you use the libraries. Columbia has one of the finest library systems in the country but if you never get beyond the Barnard reserve room you might as well have stayed home. Many Barnard students never venture from the Barnard library out of fear of the complex Columbia system. This is a mistake. Other students learn about it only while writing their senior theses and curse themselves for never having used it before. The best way to learn about the libraries is to explore them, preferably on some Saturday when you have a few free hours. Since this advice is of the often-given-rarely-followed variety, these suggestions are offered in addition.

1. Don't be afraid to try. No one has ever been lost in the libraries for more than a few days.

2. Ask questions. If you can't find what you want, ask. There are many trained reference librarians whose whole purpose in life is helping you find things. Even if your question is so trivial that it embarrasses you, ask anyway. Librarians are bored and enjoy a good laugh.

3. Keep looking. Don't fall into the reserve hoom habit. There are many special collections, some in Butler or Lehman, some in other buildings. There is a small red booklet obtainable in Butler which gives the hours, etc., of all of the libraries in the Columbia system. The resources of the New York City Public Libraries are also available to Barnard women (for information call 790-6161). Besides the fabled Main Branch on Fifth Avenue at 42nd, there are many smaller branches, including one in Butler Hall (access only from 114th Street).

The Barnard library is very easy to use. The first floor is taken up by the reserve room, the second by literature and third by everything else. In addition, the second floor houses the card catalog and the periodicals while the turntables are on the third floor. If you are looking for a specific book rather than embarking on a research project, it is a good idea to check Barnard first rather than attacking the monstrous Columbia collection.

Commuters have a rough time with the library, especially the reserve room, since they have to wait until 3:00 to check out reserve books, even if their last class ends at 11:00 in the morning, and they can rarely wait until 10:00 in the evening to get a last copy and start home. If you are a

resident, try not to take out reserve books until after 5:00 so that commuters have a chance to use them.

The Columbia library system is much more complicated than Barnard's, but not nearly so complicated as it seems. The system is built around a huge collection, kept in the main stacks in Butler Hall. Both within Butler and in other buildings around the campus are smaller and more specific libraries, such as Philosophy in Butler and the Fine Arts library in Schermerhorn.

The main catalog and the reference room are on the third floor of Butler (one flight up from the main floor) on the west side of the building. This is the union catalog and all of Columbia's books are listed in it, with the library in which the book is to be found listed above the call number on the card. There is also a huge collection of reference books there. If there is no library listed on the card, it means the book is in the main stacks. These can be entered only from a door to the right of the main circulation desk, also on the third floor, and are open to undergraduates only after 6:00 in the evening and all day Saturday. At other times you must have books paged for you, which is time-consuming and often frustrating. Conversely, if you don't understand Dewey and Library of Congress call numbers, it is equally frustrating to look yourself. They are really very simple and it is worth your while to learn both systems. Unfortunately, Columbia and Barnard are in the middle of changing over from the Dewey system to the Library of Congress system and most departments use both. Books classified under Dewey are kept in one part of the library and those with Library of Congress numbers in another, meaning that books on the same subject can be found in two different locations within any one library.

Whenever you use the Columbia libraries be sure to bring your student I.D. card, as you cannot enter Butler on Sundays, enter the main stacks or check out books without it. In addition to the main stacks, the following areas are of special interest and/or use:

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College Library (east side of Butler in the rear, main floor). This is the reserve room in disguise. Many of the books you need for your courses, whether at Columbia or Barnard, can be found here. By judiciously using College Library and the Barnard reserve room you can save hundreds of dollars in books and also help ensure that you actually do the reading, since there is nothing to do once you have trudged over to the library but look at the stained glass picture of Peter Stuyvesant, flirt with your fellow students (College is much exploited in this way), or study.

Periodical Reading Room (third floor of Butler Library, on the east side in the front of the building). This room is filled with recent issues of hundreds of newspapers and magazines. (Back issues are usually bound and in the main stacks.) Besides the **New York Times** and the **Wall Street Journal**, they have several more radical papers such as the **East Village Other** and **Rat**, a women's liberation publication. In addition, the Browsing Room, to the right of the Periodical Reading Room and accessible through it, is a delight-

ful room with red carpets, black leather chairs and walls lined with mystery and science fiction novels (?) where the student who is so inclined can study or read the Sunday Times in an atmosphere redolent of Old Columbia. There is also a wide selection of guide books on New York City here, for some reason. European newspapers are generally found in Journalism Library in Journalism Hall; other foreign newspapers and periodicals dwell in International Affairs Library in the building of the same name.

Burgess-Carpenter. This library which curls around the back of Butler on the fourth floor contains much literature but its main points of interest are the large and airy study rooms with their view of south field and whole rooms where you can smoke (a rarity in the libraries). Outside Burgess are typewriters which rent for ten cents for twenty minutes.

PLACEMENT OFFICE

Barnard students are presently denied the use of the extensive Columbia placement office and must fall back on Barnard's office. Fortunately, this office is among the more efficient and friendly branches of the administration. The placement office has several different programs, some better than others, but all of definite value. The baby-sitting service, the summer placement service, and the term-time job placement service are the most important to the underclassman.

The baby-sitting service matches students who register with it and nearby families needing sitters. The pay is low (under \$2.00 per hour) but the work is easy, fringe benefits (T.V., food) high, and added features, such as cab-fare if you work late and a minimum total salary, make babysitting a popular method of supplementing meager incomes. Parental permission is needed if you are under 21 but forgeries which would have amused the Dean of Girls at any high school are gladly accepted.

The summer placement is less than satisfactory, tending to run heavily to jobs in camps, volunteer work, etc. In all fairness, conditions during the last few years have hardly been conducive to finding a good summer job. The placement Office does write to everyone they can think of, including many organizations outside of New York City. You should go in as early as possible as many deadlines pass in late winter and early spring, especially those for government jobs. The Placement Office makes a special effort to find jobs which will be interesting as well as lucrative.

It should be noted that work-study jobs (government-subsidized jobs with non-profit organizations) are handled through the Financial Aid Office (your family must have an income below a certain level for you to be eligible) and summer jobs can be arranged in your home town or wherever else you plan to be.

The term-time placement is fairly effective, especially if you have some secretarial skills. It is important to try to arrange a class schedule with large open blocks, whole days if possible. Some jobs on campus (in libraries, caf-

eterias, etc.,) are available at the Placement Office. They have temporary jobs as well, which can be good for quick cash. Almost all of them require typing. First semester freshmen are discouraged from holding jobs for more than ten hours per week.

Besides these services, the Placement Office offers two others which are of less immediate interest to freshmen but still should be kept in mind. First, they play a very important role in finding permanent jobs for graduates and in helping with career plans. They are very sensitive to discrimination against women (more sensitive than many of the graduates) and try to avoid the typing-with-a-chance-to-advance jobs which plague women graduates.

They also fill an important role as gatherers and disseminators of information. They hold lectures on graduate school, the writing of resumes and other topics designed to provide necessary information in compact form. These are publicized through the otherwise almost useless "The Next Two Weeks at Barnard" sheet which we all get in our mailboxes.

MEDICAL OFFICE

The Medical Office has a new director this year and many of the things wrong with it in the past will undoubtedly be changed. Dr. Mogul (a woman) is young and very competent as well as eager to make the medical service adequate to the students' needs. Since even a minor problem can keep you from studying properly, either directly or by causing you to spend time worrying that something is seriously wrong with you, and since free medication and treatment are available right in Barnard Hall, it is foolish not to go to the Medical Office with anything that bothers you.

In addition to the stick-out-your-tongue-and-say-ah kind of medicine, the following services are provided:

Hospitalization: You are entitled to 10 free days per term in the Columbia infirmary at St. Luke's Hospital, if you are referred by the medical service.

Specialists: Two free trips to specialists per year, again only if referred by the medical service. This does not include dentists or optometrists.

Gynecologist: A gynocologist will be at the medical office two afternoons instead of one this year, which should be a big improvement. Yes, he does provide birth control information and devices (not free, but cheaper than most other places). Yes, he does help in abortion referral.

Psychological help: The psychiatrists and psychologists (free, of course) have often been cited as providing one of the better services of the Medical Office. Unfortunately, lack of funds has forced reduction of these much-needed personnel. They are available for counselling on any kind of problem from one-time help in facing an exam to long-range counselling on more serious problems. Too many free and low-cost counselling services are available in New York to be listed here, but both the Barnard Medical Service and the Columbia Counselling Service (located at 612 W. 115th Street and available to Barnard women) provide information on these services as well as actual counselling. All counselling is ABSOLUTELY confidential.

a brief note on barnard geography

For the new students (and probably for some veterans as well) the way the buildings are named at Barnard may seem most illogical. Despite the number of magnificent campus maps she is given, the student may still feel confused by the college's official "name game." Some students stubbornly expect the names of rooms, buildings, labs, plazas, courts, and auditoriums to adhere to some sort of order.

Of course, this is not the case. Usually buildings, halls, plazas, or rooms are named in honor of some individual who has contributed morally, intellectually, or financially to Barnard. Some persons, however, either contributed money repeatedly or became in another way more and more honorable, which may begin to explain why Wollman Library resides nowhere near Wollman Auditorium, which is in Ferris Booth Hall, but is to be found in Lehman Hall, while Lehman Auditorium is located in Altschul Hall, which is across campus from the Altschul Court within the Brooks-Hewitt-Reid complex (usually referred to simply as the Courtyard). Hewitt Lounge, of course, is not in Hewitt Hall at all, but across the street in Ferris Booth.

One additional note on Barnard geography. If you absorb these facts, you will become the envy of students, faculty and administrators alike, none of whom have ever really gotten them straight. The College Parlor, site of numerous teas and meetings, is on the third floor of Barnard Hall, near the south elevator. The James room is also in the south end of the building, but on the fourth floor. The Deanery is at the north end of Hewitt on the first floor.

Columbia, except for the aberrations previously mentioned, is fairly rational about names, housing the journalism school in Journalism Hall and the mathematics department in Mathematics Hall (but do not look for books in Low Library, which is strictly an administration building). They make up for this rationality, however, by their use of numbers. Do not become disturbed if you enter a building on what seems to be the ground floor and it is labeled the second, third, or fourth floor. Columbia seems to find basements unsuited to their lofty purposes.

appendix

appendix

THE RULES

All students at Barnard are governed by both Barnard's Rules for the Maintenance of Public Order and Columbia's Interim Rules. The former were approved last spring by a vote of the students and at that time the students also ratified an amendment by which Barnard students were made subject to the Interim Rules of Columbia. Under the provisions of the amendment, Columbia can bring charges against any Barnard student who breaks the Interim Rules on Columbia property but that student will be tried by Barnard's Judicial Council and not by Columbia's Joint Committee on Disciplinary Affairs. It should be noted that the Rules of both institutions are designed to deal primarily with political problems, and every case heard so far has been one in which a radical political leader was charged with leading an illegal demonstration (Barnard's Judicial Council has yet to hear its first case under the new rules). The Barnard Rules can be found in the Fact Book. The following summary of the rules is excerpted from the Columbia College Handbook.

At present and under any foreseeable set of rules, any of the following actions would subject a student to discipline:

Actions that cause or might cause injury or damage to persons or property; theft of property.

Dishonesty in academic assignments or in dealings with University officials.

Causing an object to fall from any window or roof.

Possession or distribution of illegal drugs on campus.

Refusal to show identification at the request of a University official exercising his duty.

Creating a volume of noise that prevents members of the University from carrying on their normal activities (use of bull-horns or sound amplification equipment must be subjected to particularly careful control).

Employing force or violence, or constituting an immediate threat of force or violence, against persons or property.

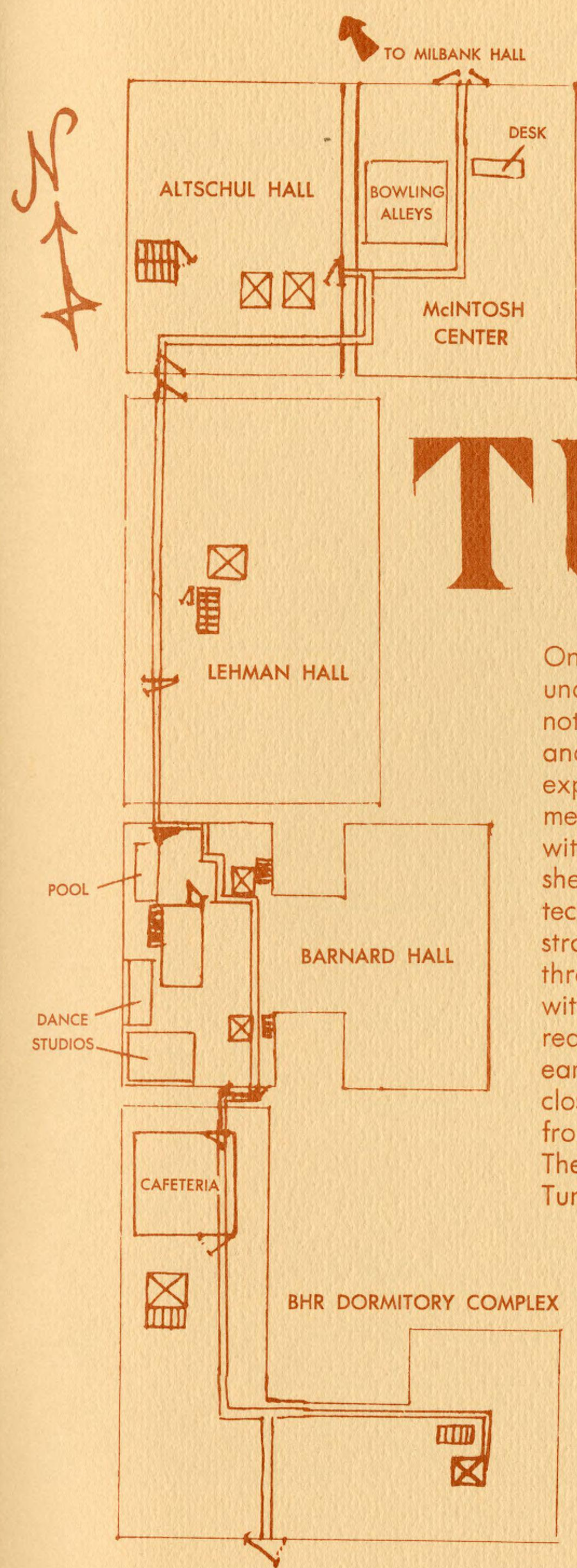
Congregating or assembling within University buildings in such fashion as to disrupt the normal functions of the University or to violate the following rules:

1. No group may be admitted into a private office unless invited, and then not in excess of the number designated or invited by the occupant. Passage through reception areas leading to private offices must not be obstructed.
2. Corridors, stairways, doorways, and building entrances may not be blocked or obstructed in violation of the regulations of the New

York City Fire Department or of the University. Clear and unimpeded passageway must be maintained at all times. For this purpose the Proctor may set a limit on the number of demonstrators who will be permitted in such areas.

3. Rooms in which instruction, research, or study normally takes place may be occupied only when assigned through University procedures.
4. Any noise which interferes with the work or study of persons in a building will not be permitted.
5. Buildings must be cleared at the normal closing time for each building unless other arrangements are approved in advance.

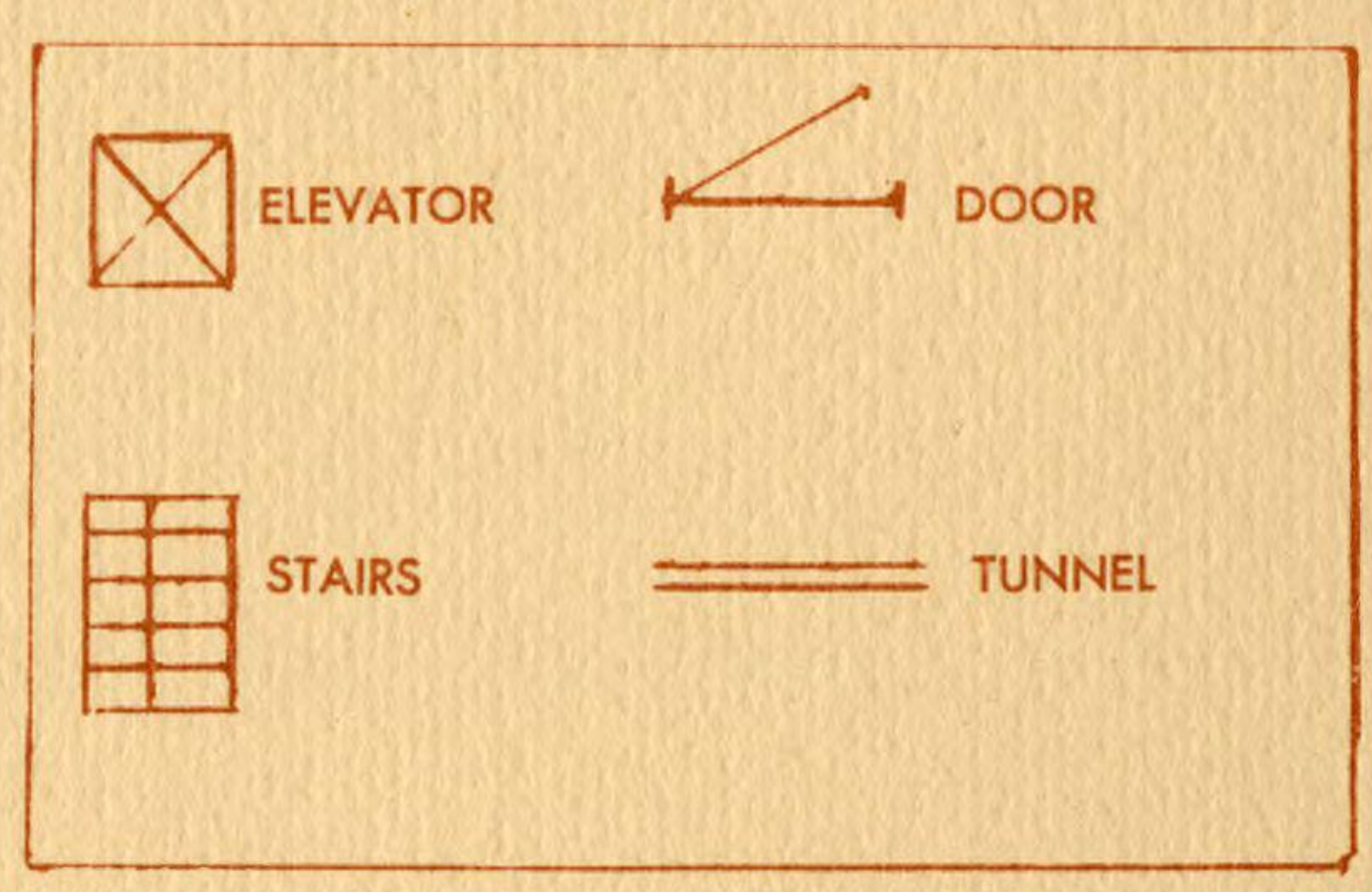
The Proctor shall be informed of the time and place of demonstrations in advance of any public announcement of plans for a demonstration. He may prescribe only such limitations on the areas which demonstrations are held as are reasonably necessary to avoid physical conflict between groups of demonstrators. He should also advise students as to whether their planned demonstration is consistent with these rules. Decisions of the Proctor about the numbers of indoor demonstrators and the areas in which a demonstration is held (as set forth above) are binding unless and until they are reversed or modified on appeal to the Joint Committee on Disciplinary Affairs.



THE TUNNEL

On your journey through the fabled Tunnel you undoubtedly will feel that you are somewhere you are not supposed to be. As you open heavy steel doors and tread down long, echoing corridors, you may expect a campus guard to throw you out at any moment. Do not despair: in time you will become familiar with the Tunnel; indeed, it will become an old friend, sheltering you from the icy blasts of winter and protecting your leotard-clad body from the gaze of strangers as you scurry to gym. The Tunnel runs through the basements of all of the Barnard buildings with the exception of Milbank, which cannot be reached because of city gas mains. It is open from early in the morning until 7:30 during the week and closed on weekends, with the exception of the door from Hewitt to 116th Street, which is locked at 3:30. There is no danger of being lost or locked-in in the Tunnel.

KEY



SUBWAY MAP

48

THE BRONX

BAKER FIELD

COLUMBIA UNIVERSITY

MANHATTAN

QUEENS

GUIDE TO SERVICE									
TRAIN	LOCAL	EXPRESS	ALL TIMES	PART TIME	TRAIN	LOCAL	EXPRESS	ALL TIMES	PART TIME
1	X		X	X	E	X		X	*
2	B, Bx, B		X	X	EE	X		X	*
3					F	X		X	*
4					GG	X		X	*
5	Bx	M, B	X	X	HH	X		X	*
6	M		X	X	JJ	X		X	*
7	X		X	X	LL	X		X	*
8	X		X	X	MM	X		X	*
A	X		X	X	N	X		X	*
AA	X		X	X	QJ	X		X	*
B	X		X	X	RR	X		X	*
CC	X		X	X	TT	X		X	*
D	X		X	X	SS	X		X	*

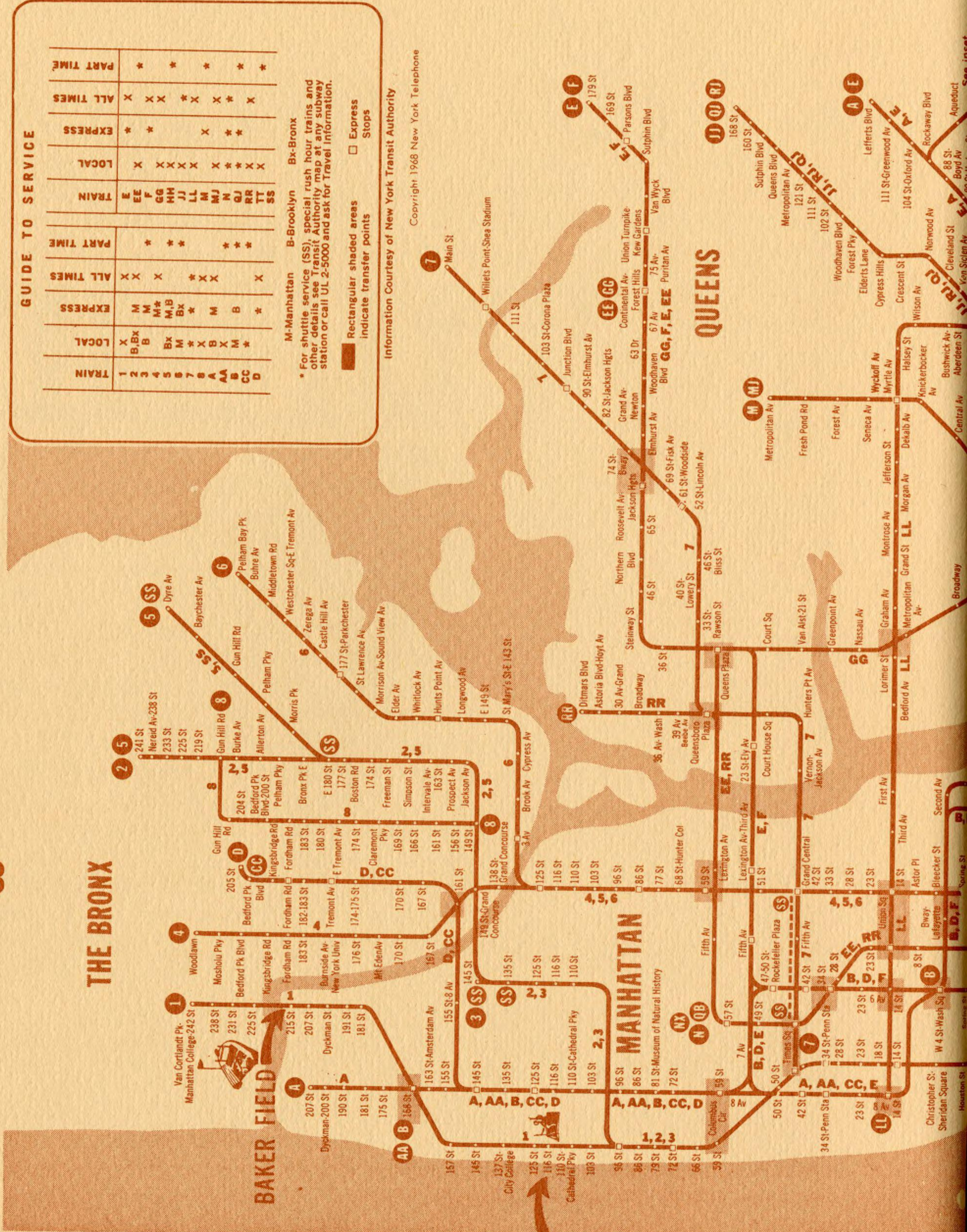
* For shuttle service (SS), special rush hour trains and other details see Transit Authority map at any subway station or call UL 2-5000 and ask for Travel Information.

Rectangular shaded areas indicate transfer points

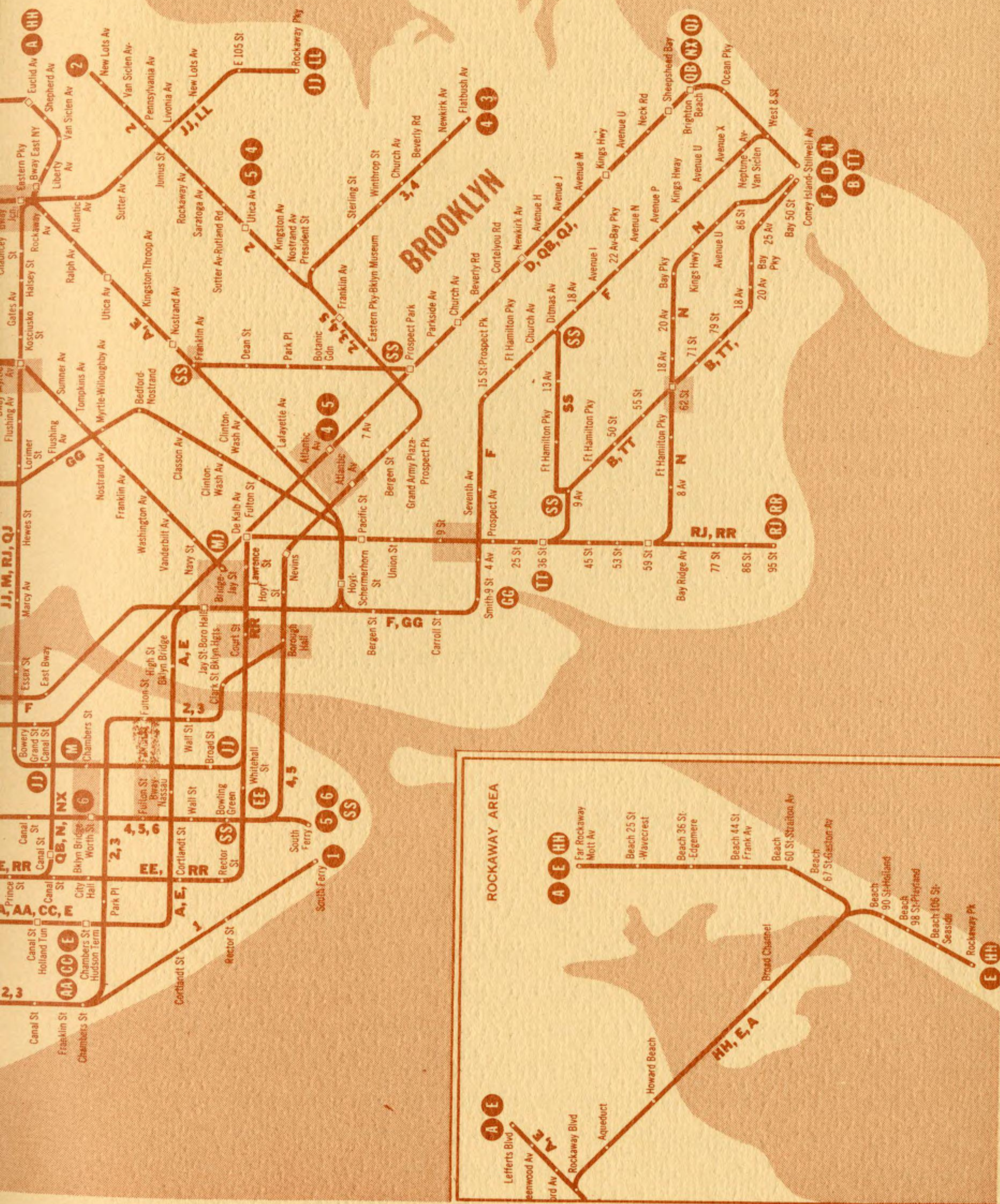
Express Stops

Information Courtesy of New York Transit Authority

Copyright 1968 New York Telephone



SUBWAY MAP



A GUIDE TO THE BUSES YOU WILL USE THE MOST

- M104** This is the Broadway bus. It runs down Broadway from 125th Street to 42nd Street (Times Square) and then east to First Avenue. Its last stop, the United Nations, is also about three blocks north of the East Side Airlines Terminal, whence Carey buses leave for LaGuardia and Kennedy Airports. The Broadway bus runs 24 hours a day, but becomes scarce after midnight.
- 4** The No. 4 bus runs from the northwest corner of Manhattan down Riverside Drive to 110th Street then crosstown, just north of the park, to 5th Avenue, and down 5th to 35th. Going north, it goes up Madison instead of Fifth to 110th. This is the bus to the Cloisters (a fantastic medieval monastery set in a park) and the Metropolitan Museum.
- 5** This is also a Riverside bus, running from the Cloisters south to 66th and then zig-zagging through Manhattan, going east on 66th to Broadway, then south to 57th Street, east again to Fifth Avenue and then south again along Fifth to Houston in the Village. There it turns around and heads back up Sixth to 57th Street, then retracing its steps to the Cloisters.
- 11** The No. 11 runs down Amsterdam from 135th Street to 110th Street, then across to Columbus (Ninth Avenue) and south to 15th Street, then west to Tenth Avenue (Amsterdam) and north again to 135th.

50 HOW TO FIND AN ADDRESS IN MANHATTAN

Streets run east-west. Avenues run north-south. Street numbers increase as you go north. Warning: Avenue of the Americas parallels Fifth and Seventh Avenues and runs between them. New Yorkers have firmly resisted calling it anything but its old name of Sixth Avenue. Accordingly, you will SEE the former but will HEAR the latter. Lexington, Park and Madison are located between Third and Fifth; there is no Fourth except far downtown.

Fifth Avenue is the dividing line; building numbers start there and run higher as you move west (toward the Hudson River) and east (toward the East River). Most east-west (cross-town) streets are one-way — usually one-way west when odd-numbered and east if even.

Locating the street nearest an avenue address in New York is one of the problems confronting both visitor and native. The following rule will usually

work with fair accuracy to within a block or two. It seems complicated at first, but it is really quite simple.

1. Drop the last figure of address
2. Divide by two
3. Add the key number listed below

Example: 621 Seventh Avenue
Drop "1" and get 62
Divide by 2 and get 31
Add 12 (see below),
giving 43rd Street.

Avenue A:	add 3
Avenue B:	add 3
Avenue C:	add 3
Avenue D:	add 3
First Avenue:	add 3
Second Avenue:	add 3
Third Avenue:	add 10
Fourth Avenue:	add 8
Fifth Avenue:	
to No. 200:	add 13
100-400	add 16
400-600:	add 18
600-775:	add 20
775-1286:	drop last figure
and subtract 18	
1286-1500:	add 45
above 2000:	
Sixth Avenue (Avenue of the Americas):	subtract 12
Seventh Avenue:	
0-1800:	add 12
1800 up:	add 20
Eighth Avenue:	add 10
Ninth Avenue:	add 13

Tenth Avenue:	add 14
Eleventh Avenue:	add 15
Amsterdam Avenue:	add 60
Audubon Avenue:	add 165
Broadway above 14th St.:	subtract 30
Central Park West:	divide number of building by 10 and add 60
Columbus Avenue:	add 60
Convent Avenue:	add 127
Edgecombe Avenue:	add 134
Ft. Washington Avenue:	add 158
Lenox Avenue:	add 110
Lexington Avenue:	add 22
Madison Avenue:	add 27
Manhattan Avenue:	add 100
Park Avenue:	add 35
Pleasant Avenue:	add 101
Riverside Drive (up to 165th Street):	divide number of building by 10 and add 72
St. Nicholas Avenue:	add 110
Wadsworth Avenue:	add 173
West End Avenue:	add 60