

barnard bulletin

VOLUME LXXVII

THURSDAY, OCTOBER 18, 1973



President Peterson, alumnae, faculty and students gather at the Holly House fall barbecue last weekend. (photo by Joan Reid)

Alumna Discusses Political Reform: Scores Obsolete Party Structure

by Sharon Schindler

"I believe in the organic growth of politics," said Ronnie Eldridge when she addressed Professor Astrid Merget's electoral politics class Monday afternoon. Ms. Eldridge joined Ms. Magazine as Director of Special Projects and now serves as President of Ms. Marketing Inc. and Executive Director of the Ms. Foundation for Women. She was formerly Deputy City Administrator of the City of New York. As Special Assistant to the Mayor, she served as liaison to business and community groups.

A graduate of Barnard College, class of 1952, Ms. Eldridge has also been campaign manager for Congresswoman Bella Abzug in 1972, deputy campaign manager in the presidential campaign of Mayor John Lindsay, Advisor to Robert

F. Kennedy, one of the originators of the Dump Johnson movement, and district leader of New York County 1964-1968.

In discussing the reform movement within the Democratic party itself, she went on to say that, although the movement was not dead as a group, there has been a definite move towards smaller, more effective groups.

Asked to define the change that will take place in electoral politics, Ms. Eldridge stated "I think that it is not going to be coming from the party structure. The party structure has no purpose. Every year this kind of organization has to sell itself. Instead, I would go directly into supporting a candidate. The club is phony, middle class, neurotic, and self-destructive. It is merely an expedient that a candidate

enters into this nonsense."

She did not feel that there is a danger in the breakdown of parties, or a threat by means of special interest groups. "The organizations have no money anyway... we will never go back to pre-1972."

It was in 1968, with the rising support of Eugene McCarthy that she saw the movement very strong within independent organizations and coalitions.

Being back at Barnard reminded her of her senior year in 1952 when she found herself

(Continued on page 8)

Board Elects New Trustee

by Ellen McManus

William T. Golden, Chairman of the Board of the Federated Development Company, was elected to the Barnard Board of Trustees at last night's monthly meeting of the Board.

Mr. Golden is a graduate of the University of Pennsylvania and the Harvard Graduate School of Business and Administration. He is the husband of Sibyl Levy Golden, who graduated from Barnard in 1938.

He was formerly the chairman of trustees of the City University of New York Construction Fund (1967-71); a director of Crowell Collier and Macmillan, Inc. (1964-71); a member of Mayor Lindsay's Commission on Delivery of Personal Health Services (1966-1968); a trustee of the System Development Corporation (1957-1966), and chairman of this board (1961-1966); a trustee of United Neighborhood Houses (1952-1961); a member of the State Department's Advisory Committee on Private Enterprise in Foreign Aid (1964-1965); a member of the Military procurement task force Commission on Organization (1954-1955); advisor to the director of the Bureau of Budget on the initial organization of the National Science Foundation (1950-51); a special consultant to President Truman to review the organization of the government's scientific activities (1950-1951); assistant to the Commissioner of the Atomic Energy Commission (1946-1950) and consultant to this Commission (1950-1958).

The new trustee also sits on the board of trustees of 17 other institutions and organizations, including Bennington College, Mount Sinai Hospital and School of Medicine, Riverside Research Institute and the Rand Institute.

He is treasurer and director of the American Association for the Advancement of Science; director of Verde Exploration, Ltd., General American Investors Company, Inc., and the Block Drug Company. He is a member of the Health Research Council of the City of New York, the Planning Panel of the Citizens' Commission of Science,

Law and Food Supply; and the National Academy of Public Administration.

Mr. Golden was elected to the board for a five year term, after which he can be appointed to serve a second five-year term. Of the 27 members of the Barnard Board of Trustees, four are Barnard alumnae who are elected by the alumna council to a single four-year term. The other members are chosen by the trustees themselves and are elected to five year terms after which they may be reappointed to a second term.

EC News Update

Asserting that their eviction notice has not been withdrawn and that court action is still proceeding against them, the resident students of the Experimental College have decided to reject Columbia's "compromise solution" to the eviction controversy that has been going on since the beginning of this summer.

As reported by SPECTATOR yesterday Columbia agreed to withdraw its eviction notice and permit the EC to remain in the University-owned house on 113th Street until Commencement Day, 1974.

According to students at the EC this "compromise" does not mean that the eviction notice is being withdrawn, but that if the case is decided in court in favor of Columbia the EC will be granted a "stay" until May. "What this means," said one student, "is that we are still being evicted, it's just not happening until May. Columbia expects us to pay them rent until they force us to leave in May, but we refuse to pay rent without having a lease. We do not believe the University has any grounds for eviction. We are going to demand a three year lease."

President McGill said yesterday that this solution was "final."

Tripartite Investigation

Instruction Committee Reviews Course Plan

by Vicki Leonard

This is the second in a series of articles on the Barnard Tripartite System. This week, Bulletin reports on the Committee on Instruction.

Of all the Tripartite committees, the Committee on Instruction is the one which most affects students' academic lives. Its purpose, as stated in the 1973-74 student handbook is to serve as "the executive agency of the faculty and student body in all matters affecting educational policy, including the curriculum, courses, examinations, attendance, requirements, for the degree, and cross-listing of Columbia courses." In other words, the kind of education you

will receive in your four years at Barnard is based largely on the decisions of this committee.

One of the subjects to be discussed by the Committee on Instruction this year is the 4-Course System. The 4-Course plan is basically that each student takes a minimum of four courses per semester, in order to fulfill the requirement of 32 Courses for a Barnard B.A. The Committee plans to study the validity of this system, and alternatives to it.

The 4-Course system was instituted at Barnard in 1966, replacing a point system. It was decided that this system would be tried for a five year trial

(Continued on page 2)

Scholar Program: An Alternative

by Kate Chambers

Ilene Greenberg works for the New York Police Department as a consultant on early detection of violence prone police men. Heidi Mittleman works at the Department of Research and Training of the City Department of Health researching the Air Pollution Code 14. Cynthia Siwulec studies felonies committed in New York City in the past year. For these women the city is their classroom, municipal leaders are their teachers. They are, however, currently enrolled, full time students at Barnard. All three participate in the Senior Scholar Program for 1973. This program enables them to pursue independent projects with complete commitment, and without the stress of class attendance, midterms, and finals. The program offers a viable alternative to the course/grade oriented Barnard education. It affords a unique opportunity for practical application of knowledge and ideas and gives the student time to develop her own theories.

The program was born when the Committee on Instruction,

while reviewing the four course system in 1967, recognized the need to credit outstanding independent efforts. An ad-hoc committee made up of students, faculty, and administrators then researched programs offered by other schools. The final proposal was patterned after the House Scholar System of Yale University. It was put into effect in the fall of 1967. To date only sixteen people have participated;



Ilene Greenberg

five from the English department, and the remainder from the music, history, linguistics, geography, urban studies, and political science departments. Projects have included such works as volumes of poetry (Cynthia Logan 1967-68), a study of methods of analysis as applied to tonal and post-tonal music (Severin Neff 70-71), and a paper on "Universal Grammar: A Study in the History of Linguistic Theory" (Tamar Frank 69-70).

A senior scholar enrolls in an independent program of study. She is exempt from all classes normally taken in the senior year (or semester), and concentrates her efforts on one project. The program replaces the "major" program which all students identify at the end of their sophomore year. A woman thus enrolled would not graduate as English major, but a "Senior Scholar" with designated concentration in one area. If major requirements have been fulfilled before joining the program, the committee on instruction decides whether a double major should be awarded.

(Continued on page 2)

Committee on Instruction . . .

(Continued from page 1)

period, and then be reconsidered and re-evaluated by the Committee. The basic expectations for the plan were that not only would it reduce pressure on students, but it would also permit more intense and deeper study of fewer subjects. It was assumed that the plan would attract the best students to Barnard. This assumption was based on the fact that other ranking eastern institutions, with which Barnard competes, were already on course plans.

In 1972, Barnard's course plan came up for reconsideration. A sub-committee, chaired by Professor Bailey of the French Department, upon investigating the system, concluded that: "The four course plan has not in all respects lived up to expectations. The advantages of the four course plan nonetheless outweigh its present deficiencies; these deficiencies can and must be corrected."

Although the original assumptions concerning the plan clearly have not been realized, as



LeRoy Breunig

of the 1972 report, both students and faculty were in favor of retaining the system, with some modifications. One of the report's main considerations in evaluating the present system was Barnard-Columbia cooperation. The sub-committee stated in the report that: "There appears to us no educational justification in maintaining a four course system and at the same time permitting open access to courses operating on a five course system. If on the one hand we accept the principle that the four course system, when properly implemented, has distinct educational advantages, and if on the other hand we believe in increased opportunities for coeducation and open access to Columbia courses we are confronted with a dilemma."

In light of these facts, the sub-committee proposed that Barnard courses be normally assigned four points, and that

the requirements for the B.A. degree be a minimum of 32 course units totaling not less than 124 points. These proposals were voted down by the faculty, and the idea was referred back to the Committee on Instruction for further investigation.

The study was allowed to lie for a year, due to the Barnard-Columbia trustee agreement then being negotiated. The Columbia College Committee on Instruction stated that it would consider a course plan, but decided to re-affirm its own point system. Therefore, Barnard's Committee is once again reviewing its plan, and considering alternatives.

Dean of the Faculty, Leroy Breunig, who is also Chairperson of the Committee on Instruction said, concerning the two systems, "The principle of the course system is to get away from thinking in terms of points, which often gives students a feeling that their education is somewhat piece-meal."

The main complications concerning the course plan arise from the increased cooperation between Barnard and Columbia. Dean Breunig remarked that, "If a Barnard student takes a 3 point course at Columbia, she gets credit for it as one full course, while on the other hand, Columbia students do not receive four points for Barnard courses, but only three."

The Dean sees three possibilities for proposals in lieu of the 4-Course plan. 1) To keep the principle of the 4-Course system, but within that academic system to go to a point system. This seems unlikely though, since this same proposal was rejected in '72. 2) To keep the course plan, but raise the number of courses required for a B.A. degree from 32 to 36. 3) To switch over to a point system, similar to that of Columbia College. Dean Breunig hopes to get the proposals before the faculty by November or December, in order to plan for next year.

The student members of the Committee plan to distribute a questionnaire concerning these ideas, so that student opinions and wants may be incorporated into any proposals made. The exact questions have yet to be

approved by the Committee on Instruction, but student representative Roselyn Richter said, "Basically the questionnaire will be used to find out how students would assign points to their courses - how many they would give them, and on what criteria. We would also like to find out how many students take five courses during a semester and why, and how many students work during the school year and why."

According to Ms. Richter, it is important for students to realize exactly what switching to a point system would mean. First of all, all students would in effect be taking five courses a semester. This alone could cause problems for many students. Many students cannot afford to spend a full four years in college, and therefore increase their course load, in order to graduate early. This would be less feasible if a student were required to take

five courses per term. Secondly, many students must work during the school year to help finance their education. This too would be more difficult with an increased course load. In a survey contained in the 1972 report, of 366 students, 52% worked, primarily due to financial necessity.

If a point system were introduced, the points would most likely be assigned according to contact hours, that is, how many hours per week a class meets, not according to work load. With a point system such as this, students may find themselves picking their courses not so much for content, as for points to fulfill requirements.

These questions should be seriously considered by all Barnard students, because if the Committee does propose a change, which the faculty accepts, it will be something which we will all live with.

Senior Scholar . . .

(Continued from page 1)

As stated in the original proposal, each student's program includes a project which culminates in submission of a learned essay or work of art and a course of reading governed by her project.

The student works in conjunction with her senior scholar advisor throughout the semester. In the past, scholars usually conferred with their advisors once a week to discuss the progress of the work, although the scheduling here was, and is, the choice of both individuals. At the end of the year each woman presents her project to the Committee on Instruction for approval. She then undergoes faculty oral exams, her work and related readings are discussed.

Senior scholars are chosen on the basis of the quality of their proposal, faculty recommendations, organization, and grades (grades are not the most important criterion here). These are submitted to the Committee on Instruction which is here made up of faculty and administration, no students. Only seniors may qualify, for either a semester or full year program. The student must have completed her general requirements.

The size of the program

fluctuates according to the number of qualified students. The original 1967 proposal, however, limits the number of Senior Scholars to 2-3% of the class or 6-10 people. This quota has never been filled.

Last year three Barnard women took advantage of this opportunity. Marilyn Harris wrote a collection of fourteen short stories, *The Crossing and Other Stories*, Ellen Birnbaum studied Newton's *Principia* and the philosophies of Spinoza and Leibnitz, and Cynthia Wagner studied the sociological, and psychological aspects of adolescent behavior and religion as they relate to the "Jesus movement."

Marilyn Harris felt the program afforded her unique and very beneficial opportunity to "concentrate exclusively on writing." She described the program as, "idyllic, there is nothing I like to do more (than write)."

The original proposal for this program states that, "The Senior Scholar program should appeal to the exceptional student who does not require the stimulus of course work for self-education." It also reemphasizes that students who are "faced with several years of prescribed courses in professional schools, may welcome the opportunity for an interlude of independent work." Most of the previous scholars have pursued the topics of their projects in graduate schools or in city and municipal government. Women are advised, however, to check with the graduate school as to the reception of such a project.

There are other ways to graduate from Barnard than to follow the prescribed sequence of classes, theses, and major examinations. The Senior Scholar Program is one way to explore individual creative programs of study. Application for the spring semester should be made by the middle of November. Interested students should contact Bruce Feld, Assistant Dean of the Faculty, for advice and necessary application materials.

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Admissions Office Steps Up Recruitment

by Roberta Chiascione

With applications to colleges declining after the mad rush of the past decade, admissions offices are seeking new and different routes to maintain the quality and heterogeneity of incoming classes.

Barnard's Admission Office is not yet hard pressed, but as Ms. Dorothy Demberg, Assistant Director of Admissions put it, "on a national level, the pool of applications to colleges is declining." By 1977 there should be fewer due to the decrease in the college age population. With this in mind the admissions office is instituting a more extensive recruitment drive, with representatives visiting a total of 20 cities spanning from San Francisco to San Juan, Puerto Rico. In this way they will be able to increase distribution of applications so by that time the quality of the pool will not have declined that significantly. Their goal is to increase applications by at least 100.

Another new aspect of the annual recruitment effort will be the use of students as recruiters. The office is working with BOSS and LASO for the recruiting of minority students and encourages any student who would like to work as one at her high school and others in the area to contact Ms. Demberg in

Social Sciences
 Anthropology
 Economics
 History
 Political Science
 Sociology

BARNARD



the admissions office.

Ms. Demberg feels that "in general it is very persuasive and realistic" for students in high school to have college students speak with them, particularly if the recruiter herself had gone to that high school. In that way, more personal and informative reactions would be com-

municated on both sides and whatever fears about college an applicant might have could possibly be alleviated.

The latter is especially important in Barnard's case, where many potential residents, even from other metropolitan areas, have numerous misconceptions and notions of New York City. Ms. Demberg has found applicants, and especially their parents, very concerned about the safety of living in the city, it is generally believed that it is very dangerous.

While many students now feel it better financially to commute to school, it is possibly a result of these fears of New York City that resident applications have declined from about 70% in 1965 to a little less than half in the past year. In light of this, the office, in conjunction with the Public Relations department, has published a new viewbook for potential applicants with pieces written by students and faculty which try to convey personal impressions of New York City, emphasizing the positive aspects of living in the city. "We want to stress good things about the city; for those for whom the city is the right place, we want to encourage them to come," commented Ms. Demberg. At the same time, recruiters will also convey this idea to applicants, thus "increasing Barnard's

The Humanities
 Art History, English
 Linguistics, Music
 Oriental Studies,
 Philosophy, Religion

BARNARD



exposure and reputation." As this trend is being coped with, admissions offices find themselves faced with an ever increasing number of 3-year high

school applicants, and students who wish to defer formal education for a year once they are accepted. In both cases, Ms. Demberg feels such programs should be judged solely on an individual level. As for the three year program she commented that it was hard to tell why it is becoming more popular, "whether it is a result of boredom with high school or that they have exhausted the high school curriculum," but for example, in the middle sixties Barnard began accepting 2 or 3 accelerated students a year and last year accepted 30. How well these students have fared, again can be judged only individually, but Ms. Demberg has found some students finding adjustment to college more difficult than they had anticipated.

Others seek to adjust to non-student life before continuing their formal education. Unlike an increasing number of other schools, Barnard does not have a formal deferment program. But a rising number of incoming students are deciding to take a year off, most of them to live on kibbutzim, participate in work study programs in Israel, or travel.

Job Market Realities

Internship Program Expanded

by Nadine Feiler

"Why wasn't I forced to face the realities of the job market before I graduated from college?"

"Why doesn't the College take a more active role in helping students define an occupational identity while they are still in school?"

"What are my options in the working world?"

"What's it like to be a lawyer?"

These are some of the questions that Lynn Stephens, Director of the Office of Placement and Career Planning, hopes will be answered for students by the January Internship Program. The Program, which takes place during the January break, is intended to provide unpaid off-campus work experiences for students with Barnard alumnae in various careers.

The internships began in January, 1972, with 39 alumna and 45 students participating. Interns and their sponsors were located primarily in the New York metropolitan area, and the fields of law and medicine were emphasized. The students became involved in their alumnae-sponsors' work to varying degrees, accompanying alumnae-physicians on their rounds, helping in their offices or labs, researching in lawyers' offices, attending court, or simply meeting for lunch and conversation.

Most students met with their sponsors for a few hours and discussed the difficulties facing women interested in careers in law or medicine. All the students agreed that the experience was "enjoyable and informative," and for many it dispelled fears and

anxieties. One student found that "the success of the program simply depends on the individual alumna and on what she can provide for us." An alumna commented that her intern's preparation, and interest and questions "led to a most stimulating and thought-provoking discussion for me."

Internships can be more involved; for example, one student worked daily for two weeks as a law clerk, "during which she performed valuable services for us, and, we hope, received some insights into the practice of law," her alumna-sponsor said. "I think that this idea was a very good way of bringing alumnae and students together," commented another alumna. "I think that you will find that women with careers are anxious to encourage others," she added.

This year, Ms. Stephens hopes the program will be extended geographically and career-wise. The extent of the intern's involvement in her sponsor's career, the structure of their work-relationship, and the time devoted by the student are left

up to the interns and their sponsors. Students are also responsible for their own room and board, although it is hoped that some alumnae will provide these, especially in areas outside of New York City. An internship binder is being composed by the Placement Office, which will contain the names of those alumnae who are participating in this January's program. Students are responsible for contacting the alumnae with whom they wish to work. The deadline is December 20. Ms. Stephens hopes to make copies of the binder available in the Barnard dorms. Volunteers are also urgently needed to help research the names and addresses of alumnae.

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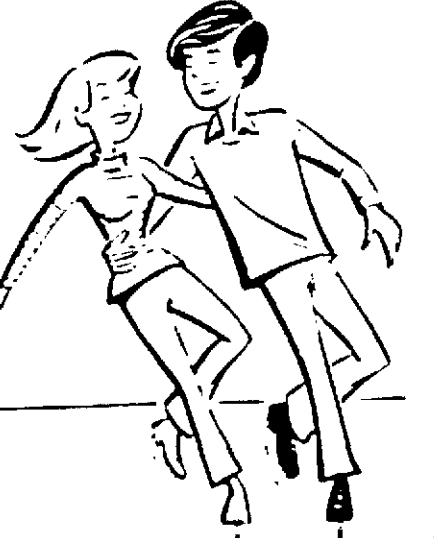
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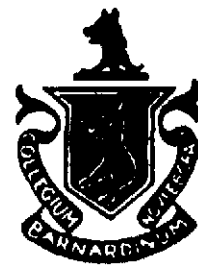
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Speak Now, Or Forever . . .

Six years ago Barnard implemented the course system on an experimental basis. When it was reviewed in 1972 the faculty found the system to be popular and, for the most part, very successful. Final decision on retaining this system of awarding course credit was postponed until the Joint Trustee Agreement was complete. Now, this year, with the increased cooperation between Barnard and Columbia, Barnard must review and make its final decision on the course system.

Columbia opted this year to retain its point system of awarding course credit. Barnard must now alter its system in one way or another since having students take courses under two such divergent systems is often inconvenient and very often unfair. There are a number of options open for consideration: retaining the course system intact; retaining the course system while assigning each course a point value; retaining the course system and increasing the number of required courses to 36; switching to the Columbia point system.

Under the point system students are obliged to take 5 courses each semester. This system makes it practically impossible to accelerate. It also means that students will again choose courses more on the basis of their point value than on their value to themselves as students. Though the retention of the course system while assigning 4 points to Barnard courses for the benefit of Columbia students would seem most sensible—and most in line with Barnard maintaining its own academic standards—it renews the controversy over how points should be awarded, that is, on what criteria is academic worth of a course to be judged. This system was voted down in 1972.

The Committee on Instruction will submit a proposal on this question to the Barnard faculty this semester. It is the faculty that will have the final decision making power on this issue. The Committee plans to distribute a questionnaire to students soliciting their opinions on this question. Whether or not student opinion will influence the final decision remains to be seen but if the response to the questionnaire is substantial, student feeling will be difficult to ignore.

Last year the 'squiggle' system of determining which courses will satisfy the general requirement was passed without a murmur of complaint from the student body. Now when students realize how this faculty decision directly affects their lives, the complaints roll in when there is little that can be done to change the decision.

A change in the course system will profoundly affect students' lives. Students must not sit passively while this decision is made by the faculty. If they do they will have no right to complain after the decision is made. The College expects this issue to be resolved by the end of this semester. If you have opinions make them known by responding to the Committee's questionnaire and by talking or writing to your faculty members. Express your opinions now. This decision will affect YOU.

In the next BULLETIN: an account of the hopes and dreams of Barnard's student teachers.

DR. LAIDLER TO SPEAK AT FABIAN CLUB TEA

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"We Do Not Recognize Flynn," States M'Kee Manager; Post, LeVay Address Political Symposium

Comments: Thomas Montmarquet, Editor, The Post; and LeVay, Editor, The Bulletin

WOMEN'S EDUCATION IS NO LUXURY, SAYS DEAN

Virginia Callender, Address: Herald Tribune Conference at Waldorf Astoria

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STUDENTS MAY HELP COLLEGE N.R.A. GROUP

Newly Organized Group Headed By Prof. Baker, To Help In Code Enforcement

Stresses Character Building

General Public Opinion Still Greatly More Important To High School Learning For Men

The newly organized N.R.A. group, headed by Prof. Baker, aims to help in code enforcement and character building. The group will focus on promoting high standards of conduct and academic excellence among students.

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Letters: LAB is Reborn

I imagine that somewhere else on Barnard's cold, lonely campus there is at least one other woman who, like me, came here expecting a vociferous lesbian liberation group to be living and breathing, not to mention shouting and dancing. You, like myself, must feel pretty disappointed about the apparent death of Lesbian Activists at Barnard. Well, my dear, do not despair because LAB is reborn. Allow me to present the story of the reincarnation of this infamous organization.

I am a transfer student from Connecticut College (formerly "for Women") and have lived in the New York area all of my life. Spending vacations in the city, naturally I heard about the great events the women of Barnard were sponsoring, notably those emphasizing lesbianism as an alternate lifestyle. Having had the sticks of Connecticut up to my eyeballs, I sought the antithesis of where I was, i.e., Barnard. By a proverbial quirk of fate... bingo! here I am. During orientation I was really jazzed about being here, but was somewhat put off by the lack of gay functions on the Barnard campus. I don't know exactly what I expected, but my hazy

expectations were not met. So, in an act of desperation, I donned my "Bonnie and Clyde's" tee-shirt to identify myself as a patron of the women's bar of the same name. Other interpretations were left up to people I encountered. I brazenly marched off to a tea with President Peterson. In my B&C tee-shirt, I met two eminent members of the Barnard community, one asking me which was I, Bonnie or Clyde? and the other commenting that she'd met my mother the day before. I was a marked woman. I grabbed a glass of punch and hastily became a wallflower. With "Bonnie and Clyde's" (Continued on page 8)



The BULLETIN staff has gone home to study for midterms. They will reappear November 1 with another account of Barnard shenanigans.

Male Projections of Women in Film

Director as Historian

Feminist History Documented

by Fanny Wright

The history of women has traditionally been written in footnotes. Male historians have affirmed the second-class status of women in their treatment of women's experience. Since the birth of the modern women's movement, feminists have been struggling to recover their lost heritage: witness the flowering of women's history courses, feminist research projects, and biographies of notable women. Women's history has been recognized as a legitimate area of investigation for women in high schools, colleges, and graduate study.



Lucy Stone [Women's Archives, Radcliffe College]

But why would a man make a film about the history of women? This question remained unanswered at a preview showing of "Women's Rights—An Informal History" by Dan Kluger. The film, designed as an introduction to the history of women in America, sketches the role of women from the pioneer days through the passage of woman suffrage. A soundtrack of male and female narrators ac-

companies a magnificent series of period drawings and photographs culled from historical archives, including the Library of Congress, The New York Historical Society, and the Museum of the City of New York.

The film illustrates the attitudes and circumstances that kept the American woman "in her place," and the subsequent response of early feminists, beginning with Abigail Adams' warning that "all men would be tyrants if they could." Some of the major figures of the century are highlighted: Elizabeth Cady Stanton, Lucy Stone, Susan B. Anthony.

The first feminist actions happened prior to the Civil War—stirrings of revolt against the pure, submissive, docile female role were voiced. But the real impetus for the women's movement came at the end of the Civil War, when women who had been active abolitionists began to link their own oppression with that of black people. The film makes one crucial omission, however, in that it makes no mention of the role black women played in the beginnings of the women's movement.

The film briefly illustrates the growing participation of women in American life throughout the nineteenth century: in the workplace, in the professions, and in colleges and universities. Changing attitudes towards "woman's sphere," marriage, dependence, and the family are documented through the actual words of feminists and anti-

feminists. Suffrage is the demand which women rally around as the symbol of equality with men. Here the limitations of feminism as a movement are evident. Once the vote is achieved, feminist activity ceases; but women's position is not essentially changed.

The film does a good job of absorbing a great deal of information in a lively, engaging way. Although the film is aimed at high school students, any woman who feels she has been robbed of her history would be better able to set the current women's movement in its historical context with this film as background.

As for the male filmmaker, "Woman's Rights" is unquestionably pro-woman, and a few pot shots are taken throughout the film at the reactionary male element. Perhaps the most telling evidence that the filmmaker is not a woman is the somewhat saccharine and didactic ending. Photos of contemporary women in non-traditional jobs are presented as proof of the "new self-image of women." But, warns the soundtrack, "the myth of female inferiority is deeply engrained," and only after it is shattered will woman's equality be achieved. Any woman who has thought for herself about the women's movement will find that neat little cliché is true enough; but it simply does not begin to describe the great and profound struggles that women see before them.



Women voting for the first time in Wyoming, 1870 [Leslie's Weekly, November 24, 1888]

Director as Misogynist

Filmmaker Exploits Lesbian Relationships

by Margaret Stahl

The Bitter Tears of Petra Von Kant is a farce curdled by serious intent, "effective composition," and overfantaziation on the part of its director, producer, and play writer, R.W. Fassbinder. Shown last Friday at the New York Film Festival, the film shed parts of its audience, both male and female, as it unraveled its story about "power relationships with universal application."

Bitter Tears opens with a deathly pale Petra Von Kant (Margit Carstensen), a famous fashion designer who looks like one of her mannequins and has as many wigs. When she isn't bombarding her faithful secretary Mariane with orders, she is making up her face or talking on the telephone. Her first telephone conversation is with her mother, by the way, and unfortunately she "has a bad connection." It's our first clue to what this movie is all about. Before too long, a typically dumb model sashays in; Petra has designs for her and with a few drinks and promises seduces the ingenue. Now guess what happens. Petra becomes the

slave, begins to drink in the morning, loses her model, who returns to her husband and Petra is sad. Petra is mad. Petra ruins her birthday party and jumps up and down on her tea set to show how bad she feels. But she recovers, (which the movie never does) long enough to promise her faithful servant to be nicer, but no dice. With a burst of applause from the audience (whether in relief or approval is uncertain) she leaves and the movie ends. It should have never begun.

Fassbinder's method is like that of many directors in once again utilizing the female in film chiefly as a vehicle for his creative ideas and personal fantasies. In movie iconography the implications are obvious; like Bertolucci's *The Conformist*, lesbian relationships are viewed as sterile, perverse and sub-hysterical: the setting of the film is one white room with harsh and artificial lighting, as well as an assortment of props that include mannequins, Siamese cats and mirrors. The question remains: how long will we be subject to this type of pseudo-artistic form of blatant manipulation?

Director as Voyeur

Film Violates Pamela's Virtues

by Ellen McManus

Economically, women have progressed beyond the 18th century situation in which a serving wench was totally at the mercy of her master and was often subject to sexual as well as economic exploitation. However, it is an indication of how little we have progressed in terms of attitudes when a film is made exploiting the sexual implications of this situation for the titillation of a 20th century audience.

It is anachronistic to retrospectively apply 20th century terms to an 18th century novel, but it just as much an abuse of time and popular sensibilities to depict an inherently offensive situation in the guise of a classic story to avoid offending current sensibility.

In 1740, Samuel Richardson wrote a novel called *Pamela, Or Virtue Rewarded*, in which a young servant girl resists the amorous advances of her master until he falls in love with her, can contain himself no longer, and marries her, in effect giving her all the social and economic security that goes along with marriage in exchange for her sexual submission.

This fall a film, loosely based on Richardson's novel, will be

released, called *Mistress Pamela*, in which the situation of Richardson's *Pamela* is exploited for all its erotic possibilities. In *Pamela*, Richardson was telling a tale with a moral, although he was criticized in his own time as well as by later critics for the simplistic morality of the story (virtue rewarded by social position and wealth). Though the sexual overtones of the novel are unmistakable, the book, to give a 20th century term to an old concept, had "socially redeeming value" in its own time (apart from its enduring literary value) in that it deplored the situation in which a female servant is left at the mercy of the animal desires of her master.

Jim O'Connell, who wrote, produced and directed *Mistress Pamela*, turns these sexual overtones into the *raison d'être* of the movie. The master-servant relationship is exploited for its sexual fantasy value at every turn of the plot. Because in the novel, *Pamela*, as a servant, must submit to the wishes of her master, the movie has *Pamela* (Ann Michelle) making deep curtsies to her master, Lord Devenish (Julian Barnes) in a low-cut dress and also scrubbing staircases in a low-cut dress (both these scenes complete with zoom-in shots of her décolletage).

The scene in which *Pamela*'s dress is unavoidably ripped off during an attempted rape by Lord D., is unnecessarily prolonged, and the scene in which *Pamela* loses her virginity (at which Samuel Richardson would have started from his grave) is *embarrassingly* prolonged. *Pamela* also strolls about Lord Devenish's room in

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Pamela [Ann Michelle] cleans up in film based on Samuel Richardson's novel.

Barnard: The Intellectual Spirit

by Margaret Zweig

You may remember the Winchester chimes of Riverside Church. "Every Barnard student hears them on their first day of classes," a graduate of 1918 tell me, "but after that they become absorbed in their work and never hear them again."

philosophers of the world. His great course in the history of philosophy has brought enlightenment to many Barnard students over the years; yet he is so shy and modest that each year before the first meeting of the class he is quite certain that he cannot hold their attention, that they

in at eight the next morning. I would put things off till the last moment, building up tension."

Mrs. Eva Elise vom Baur Hansl, an 'odder' from the class of 1909, had a very efficient system of getting her work

arts college for women and also its New York City location. Everyone is familiar with the blurb in the Barnard catalog "New York is Barnard's laboratory" to the point where it has become the standard evaluation of the New York City/Barnard relationship. A 1918 graduate reemphasizes the influence of New York City. "Barnard was always a 'working' school," she said, "quite different from the blue stocking tradition of a school like Bryn Mawr." "Barnard students were never afraid to get their hands dirty" she went on to say, "and when they did, they did it with distinction."

In social politics, Barnard students were always getting their hands dirty, as Mrs. vom Baur Hansl demonstrated in 1909. "The best thing I ever did," she said seriously, "was to get rid of the fraternities." There was some prejudice against Jews at the time. One third of the class were Jews, she said, but they weren't accepted in the fraternities, "so we decided to throw the fraternities out. With her usual contagious smile, she said, "I was very active in the fraternities before I decided to throw them out."

In her letter, Miss Brewster tells of explorations and adventures in the City. "My devotion to English writing courses led to a sort of excursion into the City that was almost a pre-Journalism course. We had to turn in a page every day, called a daily theme, and we had to go out and hunt for copy. So we (the few of us who kept at it, repeating the course as long as we wanted) went to places like the East Side, the Bowery, etc.—always in couples, never at night, we were never molested; so no stories there!

"As to the world outside of Barnard, upper classmates, with Social Service concerns, took us on excursions to Blackwell's Island (now Welfare Island) to inspect Old Peoples' hospitals; and to Ellis Island, to see the immigrants, held for deportation. There were thousands in



The chemistry department, 1903

Forgetting the Winchester chimes and becoming immersed in the intellectual spirit is a Barnard tradition.

Miss Dorothy Brewster, Professor of Russian Literature at Columbia for forty years, graduate of 1906, recalls in a letter to me last summer, the intellectual climate of those very early Barnard years.

I was a student. Period. My only activity outside of the classroom was as editor of the little literary magazine, *The Barnard Bear*. My field of study was English—and more English—history, and languages—Latin, French, and German. Regrettably, no science, except Anthropology. So let me sum up: Barnard was a place of intellectual excitement, to me and those of my classmates who had similar tastes."

She recalled crossing the street to Teachers College, and hearing William James and John Dewey lecture; at Barnard there were young and enthusiastic professors, three of whom became famous in historical scholarship: Beard, Robinson, Shotwell.

In *Many a Good Crusade*, Dean Gildersleeve describes a colorful side of the scholarly atmosphere through the portraiture of one of Barnard's famous professors.

"In the strange realms of our basement, where so many academic enterprises are tucked away, in his obscure office sits William Pepperell Montague, Professor of Philosophy, one of the distinguished

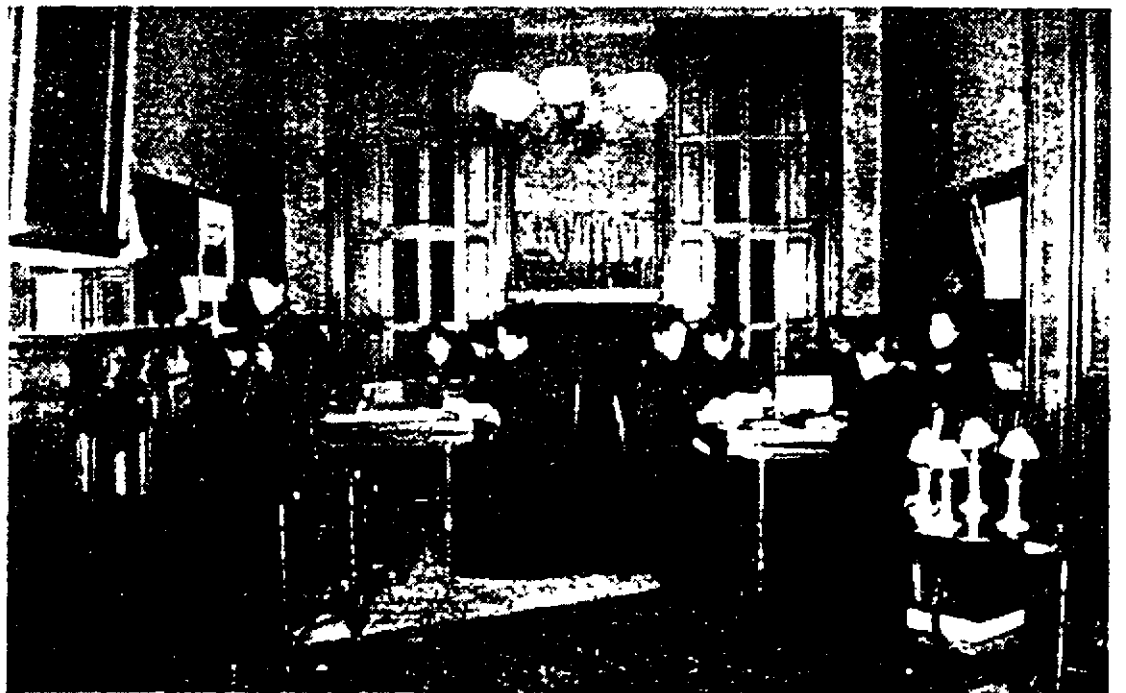
will not like him. He paces up and down the corridor in an agony of fear and doubt, unable to face the new strangers. Twenty minutes or so after the bell has rung some younger member of the department persuades or pushes him into the room. Finally he comes face to face with the girls. He smiles and begins to lecture and all is well."

Dean Gildersleeve, herself a Barnard graduate, class of 1899, recalled a favorite course—"Argumentation"—given by Ralph Curtis Ringwalt. Writing argumentative briefs was required, and the subjects were demanding. "Should the United States Navy be Increased?" "Should Vivisection Be Prohibited?" All this was painfully hard work," she said, "but it had a good effect on the habits of the student's mind."

Tackling the academics was of great personal concern to every Barnard student who wished to remain at Barnard. Miss Gildersleeve once said, according to one 1918 graduate who attended her lectures: that it did no good to sit up all night studying and drinking coffee. In my interviews I've found that everyone has their own personal approach to coping with the work load.

Miss Janice Pries, Director of Funds and Development at Barnard, and graduate of 1952, worked to the contrary of Miss Gildersleeve's advice, as she tells me: "I would discuss with Sally across the hall at 12 midnight the paper I was to turn

done—and her responsibilities were enormous. Her position as class president, and editor-in-chief of the *Mortarboard* were a sprinkling of her Barnard involvements. "How did you ever do as much as you did." I asked her, amazed any



Studying in Barnard's pioneer days at 343 Madison Avenue

one person could hold so many jobs so successfully. "Why," she said spryly, "I got everyone else to do the work, of course."

Part of what makes Barnard unique among academic institutions is its position as an independent, self-sustaining liberal

those days, fleeing from pogroms in Russia. I remember a Passover Service with these wretched, pathetic people. So our horizons were expanded, quite unofficially."

Intellectualism at Barnard is perhaps the most persistent of traditions but because of the predominance of different media, intellectual habits vary. In her early years as Dean, Miss Gildersleeve met with the Firelight Club in the Ella Weed Library in Milbank Hall. "There in the firelight I sometimes read to them from the ballads, from Shakespeare, and from Kipling, and told them stories drawn from the rich store of medieval legend and romance. In our age of television and radio students do not seek such entertainment and have no faintest notion what they miss."

"Student plays were popular entertainment," Mrs. Hansl recalls, showing me her fat, bound scrapbook. "That's me in the photograph," she smiled, "in that ridiculous costume. I always went out for the role of the leading lady," she said with



Barnard seniors march to Columbia to receive their degrees.

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Barnard's first graduation class, 1893

(Continued from page 6)

the fun of looking through old scrapbooks, "but I always played the fool with the big nose." The review next to the photograph read *Twelfth Night*, April 16-17, 1909, "the merry hearted, light-footed clown danced and sang her way into everybody's heart." We both laughed at her putty nose.

It is part of Barnard's tradition that the intellectual climate stimulates career building. Mrs. Brewster recalls, "I knew Barnard and its affairs from 1902 until 1911, being an assistant in the English Department from 1908 to 1911, while

at Barnard, Milicent Carey McIntosh."

Contributions to our culture by Barnard graduates of the past have been many. Outstanding examples are the participation in the writing of the Charter of the United Nations by Dean Gildersleeve, and the large body of anthropological studies by Dr. Margaret Mead.

Barnard's intellectual spirit has pervaded all aspects of college life. In a double interview with Mrs. Marcia Welles '65, and Mrs. Eline Farber de Aguilar '66, both of the Spanish department, Mrs. Aguilar remembered enthusiastically,

out of the intellectual career oriented atmosphere at Barnard. Dean Gildersleeve wrote about the challenges facing women in the early years. "Professors who came over from Columbia to conduct courses in Barnard almost always said that their Barnard students were better than those in our brother institution, Columbia College. This was as it should be, for it was still necessary for women to do rather better work than men in order to get equal opportunities."

torate, that the twelve University Fellowships were not open to women. I was incensed. Perhaps the lectures of Professor Beard were bearing fruit. I wrote letters to Dean Gildersleeve and Professor Brewster. They took the matter up with President Butler. I received a Special Fellowship. And not long after, the regular Fellowships were open to woman candidates. Doesn't that seem quaint to the present generation?"

Universities always change, through

**"Barnard students were never afraid to get
their hands dirty, and when they did,
they did it with distinction."**



Around the fire, 1910

working at Columbia for my doctorate." And also—"A visiting Yale professor, William Lyon Phelps, who was making Russian literature known to us in those days, in popular lectures, aroused in me an interest that has been life-long, during my forty years of teaching at Columbia."

Mrs. Hansl's career, greatly stimulated by her Barnard experiences, has also been, to say the least, active. One of her remarkable accomplishments while at Barnard was the founding of the Press Club. "That was a good experience," she recalled, "it was actually a stimulus for my career in writing." This says a great deal for the value of extracurricular activities at Barnard, for Mrs. Hansl's writing career has included the position of editor of the *Herald Tribune's* Women's Pages and the founding of *Parents Magazine*.

During the first half of the century, it was usual for women in the academic world to remain single. As Dean Gildersleeve expressed it, "... Indeed the very idea of their marrying while continuing their professional career was in the early years shocking to many people." She did note, however, that there were "striking examples of successful careers which achieved the happy combination of motherhood and a profession, notably that of my successor

"There was a very intense and genuine intellectual climate here when I was an undergraduate. But it was not only in the classes, I learned most," she said, "sitting across the dinner table and talking. We had lots of arguments ending many times with someone getting up from the table and going to the library to prove their point."

Mrs. Welles also remembers the lively conversations in the dormitories, but stresses that activities outside of Barnard were just as important as academic or dormitory life. "Happiness at Barnard comes," she said, "by finding an involvement independently and latching onto it."

In the spirit of intellectual pursuits, or just for the sake of argument, Mrs. Aguilar compares the expectations of the students she went to school with and those at Barnard now. "When I was a student," she said, making 1962 sound like a long time ago, "going to a university was a career in itself. There wasn't the career orientation like you see now. The conflict the University (speaking of universities in general) is facing is that the structure is remaining the same while purposes are changing."

Feminism has to a large extent grown

Working on the Woman's Pages of the *Herald Tribune* has led Mrs. Hansl to a deep concern for women and their accomplishments. A collection of books by and about women line her living room shelves along with beautiful cloth-covered editions of the classics and photographs of her grandchildren. Lecturing on topics such as "Vocations for Women," "Women Today," and "Our Waste of Woman Power" has also absorbed much of her feminist energy.

Miss Brewster remembers feminism at Barnard.

"I do recall, and it may be faintly amusing, that Beard (Charles), red-haired and fiery, lecturing on Modern History, tried to arouse in his small class of prim girls an interest in Votes for Women. We listened stodgily and thought him rather absurd."

"As to Women's Lib in those days, I discovered in 1910, when I badly needed some assistance to complete my doc-

conflict, growth, development and the shifting of purposes and goals, and the future of Barnard, like the future of New York City, is unpredictable. But it is still, as it has been since 1889, an opportunity. Since its origin with the idea that higher education be available to young women and the meeting of the first class of thirty-six students in a rented brownstone at 343 Madison Avenue, Barnard has maintained a vital intellectualism and active involvement in the mainstream of American culture.

Barnard has had a history of extraordinary women. The "intellectual spirit" of which so many alumnae speak is not something elusive or undefinable. It is actual people, events, creative thinking. Great people went into its making and these same people spur us on. In the words of Dorothy Brewster:

"I am nearing ninety. Good luck to you all, the hungry generations that tread us down."



An informal gathering in Brooks

LAB . . .

(Continued from page 4)

emblazoned across my chest, I had a rough time remaining a wallflower. People came up to me, remarking about the movie, while I thought they meant the bar. I merely nodded and smiled, pretending to be a deaf-mute.

Eventually, a woman came up to me and said, "I've been trying to find you all day, ever since I saw your shirt." So we introduced ourselves and fell to discussing the apparent plight of lesbians on campus.

This same tee-shirt also caught the eye of another woman who was active in LAB last year. She was moving into her dorm as I was walking out its front door. She did a marvelous doubletake, but I had already recognized her, having met in the establishment I was obviously advertizing. We re-introduced ourselves and, much later, got into a discussion of LAB.

This woman no longer wanted to be LAB, which was understandable to me since she appeared to have done a tremendous amount of work for the group while losing quite a few study hours. I had ambivalent feelings at the time—I wanted to see LAB as a living, functioning group, but I didn't want the responsibility of having to run the whole shebang. I jokingly said LAB was a job for a freshman, since everyone knows freshmen don't do any schoolwork.

The passed quickly, yet no LAB reappeared. I suppose I expected a miracle, that some natural leader would emerge from the bowers of BIIR or that an emissary of the Women's Collective would materialize, but no savior arose.

I was at a dance sponsored by Gay People at Columbia (and

Barnard) when the person selling beer asked me if I was LAB. "Am I LAB?" I asked. "You need LAB? Sure, I'm LAB," as I thought it was a rather meaningless question as phrased.

"Oh, gimme your name. Hey, how would you like to man (sic) our table at the main gate on Friday?" he demanded.

"Whaddya need, a woman???" I sneered. "Sure, I'll be your token woman." I gave him my phone number, name, and address, then attended to more pressing matters.

I've got to admit, GPCB is a persistent group. As representative from LAB, I began to receive all sorts of bizarre phone calls concerning manning the table, attending committee meetings, and going to floor raps on the Columbia campus to tell "curious" freshmen what I do in bed.

I continually told the men from GPCB that LAB did not exist, that I had no authority to call myself LAB, and I would appreciate it if they discontinued the practice. Instead, they began to refer to me as "l-a-b, in lower case letters." In an act of generosity, they offered me GPCB's money and support in whatever endeavor I chose to undertake. I was told they were "guilty liberals" and that I should take advantage of their offer.

Much as I appreciated the support, something smelled rotten. Besides, I didn't enjoy the title of Token Woman. My mind was made up when one member of GPCB told me that "what I need is a good fuck from a real man." So, I picked up my toys and went home to Barnard to find a new vehicle to support my ideas.

When I heard through the grapevine that money had been set aside for LAB and that it was a registered club on campus, I began to see a flicker of hope. The woman who conveyed this

information (the same woman I met at the tea during orientation) presented the idea of having a women's dance to the Women's Collective. Little support was voiced so we decided to find out about LAB's treasury.

The following day, in a burst of energy and enthusiasm, we registered LAB with CAO, at which time we were told LAB had some letters laying around somewhere. We were also informed we had a mailbox, which to our surprise, was full. If LAB had mail addressed specifically to LAB, it had to exist. How can such reality be denied?

To top it off, Undergrad informed us that, yes, we did have money, and, yes, we were a club on the Barnard campus. Rapidly, red tape began to pile up. I, for one, didn't want to be caught up in such bureaucracy but realized that it's the only way to function within a college. So, I reluctantly accepted the forms required to establish and run an organization at Barnard.

It seems ironic to me that in order to be gay, one must fill out and submit forms and be recognized as a minority, i.e., deviant, group on campus. Yet I'm told that what I do in bed is my own business. I have yet to discover how to reconcile these dichotomies.

As a representative of LAB, I'm asking that one woman I addressed in the first paragraph to get in touch with us and cease to despair. Last year, a graduate of Barnard wrote to LAB and said, "Maybe Barnard is finally radicalizing. Two years before I was there, two women killed themselves because they couldn't handle being lesbians at the college. Anyway, this is a letter of belated gratitude and current respect for you."

I hope that need never happen again.

—Kim Mills

Political Reform . . .

(Continued from page 1)

quite involved in a debate whether a Columbia student she knew should go to law school, yet is now amazed when she recalls that no one even thought about what she should do. It was her senior year that Ms. Eldridge formed the Democratic Club here. "If you want to do something, you should go out and do it." When she began to work in politics, she explained her attitude as this: "I always used to think how nice these men were to let me help them. I made all the phone calls. Finally I thought, why wasn't I where they were? I was brought up to believe it wasn't our place." Now she feels she was really a born politician.

Concerning the New York mayoral race, she noted that there is "much diverse talent in this city and we should try to bring it in... one has to be political in the sense one has to know people." There seems to be a reversal to the 50's, in her opinion, where one must be around for 20 years before going anywhere. "There's so much crap to cut through, one tends to be a mediocre person... trying to decide if something is going to hurt one's 'electability'... the problem is we compromise too often, we present mediocrity."

Ms. Eldridge said that "partisan politics are passe in New York." This year, she considers politics "so pretentious, it's ridiculous... there's so much clubbiness. Everyone has abdicated their roles." She stated that the credibility of politics is at its lowest. The press, in general, seems to believe that all of politics is evil. Ms. Eldridge disagrees. She maintains that "deals" are not always "deals," but "hopes."

She did admit to being disheartened about politics around this time. "A lot about what we know about politics is mystique. I'm told it has to do with how much you look as if you know"... In the past she used to get very enthused over Democratic speakers, however, after the Democratic telethon she took the attitude of "Who's kidding?"

After 21 years in politics, Ms. Eldridge feels qualified to note the general trends in the Democratic reform movement, yet, in reference to the upcoming local election in the city, she concluded quite frankly: "I'm trying to decide whether or not to vote... it's the first year I haven't worn a button. Your questions... what can I say... I'm asking the same ones."

Plimpton Holds Poetry Workshop

Feeling the need for new vibrations and interpretations of poetry, Linda Prado, a Plimpton resident, organized a Poetry Workshop in Plimpton lounge last Monday night.

The workshop was directed by Barnard Professor Janice Thaddeus and attended by Professors Jennings and Tobias from Long Island University and twenty-two students.

The readings began with a poem "Secret" read by Professor Tobias' 11 year old daughter. The discussion then turned to questions concerning the motivation for writing poetry, the nature of poetry, the necessity of following the "rules" of structure and style when writing poetry. Christopher Winner read

three of his poems, followed by Linda Prado's reading of "The Seed," her poem defending motherhood and child-bearing.

Minority group poetry became the next topic of conversation and Linda Prado read "Memories Of An Old Woman," a poem about old Puerto Rico, as an example.

The workshop closed with Professor Thaddeus reading her poem "Tiresias."

Students' reaction to the workshop can be summed up by the comment of Melissa Williams '76, who said "I didn't know what to expect when I came, but I'm certainly glad I came." Plimpton plans to host more poetry workshops in the future.

Mistress Pamela . . .

(Continued from page 5)

the nude, meticulously putting out all the candles in the room, ostensibly so that she can delay her deflowering by Lord D., but obviously for the erotic value of the scene, not to mention the voyeuristic pleasure of the director as well as the audience.

This voyeurism on the part of the director is characteristic of a porno film, and *Mistress Pamela* is not far from being just that. A story such as *Pamela* could, in the light of 20th century sensibility, and with a little gentle irony, be turned into an effective commentary on the social and sexual mores of both its own time and the present. But the irony of the movie is so

gentle that it disappears entirely after the first few scenes, leaving nothing but a sexual fantasy in 18th century costumes.

Films based on novels are under the double pressure of being judged not only in themselves as films, but as they relate to the novel from they are taken, and almost always to the disadvantage of the film. This is obviously unfair, as film and literature are different media and should, as such, be judged by different standards. Quite apart from its mutilation of the novel and its social implications, *Mistress Pamela* is a mediocre film. Although occasionally the acting, particularly that of Julian Barnes, catches some of the complexities of the social situation, it is, on the whole, mechanical and amateurish. The film was obviously made on a low budget: the color is loud and brassy; the outdoor scenes are shot in narrow confined frames; and the 18th century costumes are so obvious as to be obtrusive.

Samuel Johnson remarked of the novel that if you read *Pamela* for the plot, you would hang yourself, you must read it for the

sentiment. The film does justice to neither of these elements. If you go to see it for the sentiment, you will gag, you must see it for the sex.

Since the word "exploitation" is so often used in this review to characterize this film, it is interesting to note that Joe Solomon, the president of Fanfare Corporation, which released the film defines the term "exploitation" as "promoting a film in every possible way, from theatre owner to ticket buyer alike, using style and imagination in conception that pays off at the box office." If "style" is a cheap costume drama with occasional flashes of borrowed sensitivity, and "imagination in conception" is gross distortion for titillating effects, then *Mistress Pamela* should be a wild box office success.

Professional Schools

Professional schools sending admissions representatives to Barnard this fall include:

Duke University Business School Professor Carole Aldrich will meet with students on Monday, October 29, 10:30-5:00 PM.

Wharton Graduate Division, University of Pennsylvania, Wednesday, November 14, Mrs. Elsie Orr Denzel will be in room 237, Milbank Hall, to talk with students who want to make application to Wharton. Her meeting will be conducted from 2 PM to 4 PM.

Columbia University Business School, Ms. Karen Paulsen will meet with students Tuesday, November 27, 9:00-5:00 P.M.

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(formerly Emanon) is accepting material:

- Poetry
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Two \$100 Prizes! Put all material in the envelope on the door of 107 Macl. — Enclose your address
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