

# Barnard Bulletin

VOLUME LXXVIII

THURSDAY, OCTOBER 31, 1974

## Student Opinions Sought On Curriculum Review

by Lisa Lerman

All Barnard students have an unusual opportunity this year to participate in a major re-evaluation of their education. The Curriculum Review Committee, a subcommittee of the Committee on Instruction (COI) will meet throughout 1974-5 to develop proposals for changes in the aims, the structure, and the requirements of education at Barnard. Questionnaires will be distributed to students and faculty, open interviews will be held with students, and meetings with each department will reconsider major requirements.

The most important function of the committee will be an analysis of the existing ideas behind the Barnard curriculum, and the development of a more conscious and clearly articulated philosophy of education.

The Curriculum Review Committee consists of eight members chosen by the COI: three from the Committee on Instruction, Professor Onora Nell, Debby Hirshman, President of Undergrad and Professor Richard Gustafson; two students, Joy Bean and Margaret Smith and three faculty members, Professors

Bernice Segal, Mirella Servodidio, and Joan Vincent.

The Curriculum Review Committee first met last spring, after the establishment of the thirty five course system, when it was decided that further curriculum changes might be in order.

Professor Gustafson emphasized the importance of general questions to the Review Committee's examination of the specifics of the Barnard

curriculum, noting that the existing philosophy is not a definition of the curriculum, but is defined by it. He believes that the Barnard catalog expresses certain aims which do not correspond to what actually happens at Barnard. Gustafson said, "We hope that the College will be able to clearly define its educational philosophy."

Before the proposals to be drawn up by the committee will

(Continued on page 2)

## Applications Still Open For Winter Internships Positions

by Ellen McManus

Applications are still being accepted by the Placement Office from students seeking winter internships with Barnard alumnae. The deadline for applications had been originally set for Friday, November 1, but because of the large number of applicants and new openings which have become available, applications will remain open until all positions have been filled.

Ann McCaughey, director of the winter internship program, explained that because of the great response from alumnae wishing to sponsor Barnard interns, "We will probably be able to find a position for everyone. Since there are so many openings, it is not very competitive. We are still receiving new openings and accepting applications for them."

The Barnard winter internship program was originated two years ago by the Advisory Vocational Committee of the

Alumnae Council, who wished to help Barnard students work with professional women in their own field of interest. Vicki Cobb, Barnard '58, who was a member of the committee which created the internship program said, "We wanted to give young women a chance not only to see the professional side of the lives of their sponsors, but also to let them see how these professional women integrated their work into their life styles."

"We also felt that Barnard alumnae were doing a lot of interesting work and we thought that through their professions they could make an important contribution to their younger sisters (at Barnard). They could

## Breunig Will Take Sabbatical Leave

by Vicki Leonard

Dean of the Faculty, LeRoy C. Breunig will take a one semester sabbatical next term. In his absence Professor Remington Patterson, Chairman of the English Department will assume Breunig's duties.

Breunig will remain in New York during his leave of absence and plans to use the time to catch up with his own research in the field of French literature. In this context, he said he plans several little projects. "I will write articles for a special edition of the Columbia Encyclopedia on twentieth century writers. In connection with my own research on questions of poetic imagery and metaphor, I hope to write articles on several French poets. I intend to spend a lot of time in Butler Library, I've forgotten what the stacks look like!"

As acting Dean of the Faculty, Patterson will take over most of the day to day business of Dean Breunig. He will chair the Committee on Instruction and the Faculty Executive Committee. President Peterson however will handle Breunig's work with the budget and Columbia Barnard relations.



Dean Breunig

Bruce Field, Associate Dean of the Faculty feels that, as far as his job is concerned things will remain essentially the same. "I will continue as I have in the past to be a sort of 'minister without portfolio' on a number of projects for the office." He will continue his functions as a member of the Committee on Instruction and the Commencement Committee as well as directing the Senior Scholar program.

## Zive Seated Pending OK By Senate

Jessica Zive, recently elected Barnard representative to the University Senate, has been granted a pro tem seat in the Senate pending a final decision by the Senate Structure Committee. In a 98 to 2 vote last Friday the Senate agreed to seat Zive with full Senate privileges and powers, but referred the decision to the Structure Committee for final approval. Zive's election had been contested by the Senate Election committee which contested that her election was not valid because Zive had not received 40 per cent of the votes cast in the Barnard election. She received 27 per cent of the vote.

show them that there are a lot of possibilities open to women besides the usual stereotypes."

When it was first created two years ago, the internship program included only law and medical positions. The alumnae committee contacted Barnard graduates who were doctors and lawyers and through the Placement Office matched them up with pre-law and pre-med Barnard students.

Because of the success of this effort, the program was expanded last year to include many different professions. However, because of the late applications deadline, which fell during the

(Continued on page 8)

## Barnard Trustees: An Overview

by Beth Falk

The Board of Trustees form a vital yet largely unknown force at Barnard. Few students would recognize any of the trustees, by name or by face, and there is a prevailing lack of clarity regarding the responsibilities held by the trustees, and the relationship between Barnard's trustees and the administration, faculty and students. An understanding of these relationships and a greater familiarity with the Board of Trustees provides new perspectives on the governing of Barnard. (A future issue of will feature an interview with newly elected trustee, Arthur G. Altschul.)

In addition to the voting trustees, there are four non-voting representatives on the Board, two students and two faculty. Opinion is divided concerning the question of a vote for these representatives. William T. Golden, a recently elected trustee, stated "student members should play a more active role—they should speak up." However, Golden viewed the debate over the vote as something which "sounds important but isn't really." He went

on to explain that Board decisions are essentially made by consensus, and that students could participate in other ways, for example, by giving a report at the quarterly meetings.

Lily Pu, Barnard '75, who is one of the student representatives, felt that the vote was a significant issue. "I'd like to see it changed she said "As students we have interests that are vital to us." She added, "Sometimes I feel almost powerless, but at least student representation is a beginning."

Eleanor Elliott, chairwoman of the Board, expressed concern that "if students and faculty have a vote, you have people on the Board with vested interests." Elliott felt that "the Board should be a group of people that do not represent interest groups" adding, "the students and faculty are not less forceful because they don't have a vote."

The overall role of the Board of Trustees in financial matters and in setting educational policy is something more or less agreed upon by the trustees with varying emphases.

According to Ellen Futter (Barnard '71) who was elected as an alumna trustee in 1972, the trustees must "oversee all of the

activities of the college." Futter stressed that the Board "has long range plans in mind" and that it "does not want to involve itself in day to day planning."

Elizabeth Janeway, an alumna trustee, felt that most trustees are able to bring an interested and experienced perspective both to Barnard's finances and to questions of educational philosophy and direction. She said, "As a trustee I am a useful advisor, not a day to day administrator. I am also an alumna and a devotee of Barnard."

Mr. Golden summed up the Board's job by saying, "The trustees are responsible for anything that goes wrong." Golden, a member of the Education Committee of the Board, asserted that the committee "should discuss general educational objectives and how to achieve them." He spoke of the appropriateness for that committee to think about the college's curriculum in broad terms. "Times change, it's a changing world. Maybe the school should adapt. All living creatures must adapt or perish."

Many of the trustees have full-time professions. They include authors, lawyers, business

(Continued on page 8)

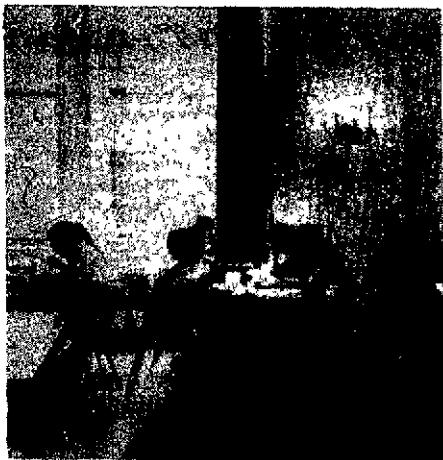
### Staff Meeting

There will be a meeting of all Bulletin staff members tonight at 5:30 p.m. in 107 McIntosh. All reporters and photographers and any students wishing to run for editorial positions are required to attend. Anyone wishing to join the staff is also welcome.



Margaret Burbidge, visiting Gildersleeve Professor of Physics, will lecture on Astrophysics at Thursday Noon in College Parlor, third floor, Barnard Hall. Professor Burbidge will be in residence in the Deanery until Nov. 1.





BHR Cafeteria



McIntosh Snack Bar

## Meal Plan Future Uncertain; Peterson Considers Options

By Elizabeth Saenger

Although institutionalized food is a perennial bone of contention at Barnard, there have been more complaints about Servomation this year than ever before.

At the Hewitt Cafeteria, criticisms range from comments about the poor quality of the meat to remarks about overcooked vegetables, over-seasoned entrees, and badly-bruised bananas. However, students did think that the salads were usually good, and that the arrangement of chairs was convenient.

Some students, however, were concerned about the hygiene, or lack of it, in the Hewitt kitchen. "I have found bugs in the cottage cheese, hair in the meat, and dirt on the lettuce," said one girl, after announcing that her roommate had found a cockroach on her serving of boiled eggs. "At the Kosher Bar, I saw a cockroach crawl over the cheese," said another resident diner.

In addition to occasional grievances of this type, many students also had gripes about silverware shortages, the periodic break-downs of the soda machine, and the frequency with which the cafeteria ran out of selections. "At six o'clock they hardly have anything left," said one resident.

Although many students were disappointed at the discontinuation of Servomation's unlimited seconds policy, most of them seemed to feel that they could get along without additional servings if the first serving were edible.

However, students generally remarked that the food has gotten better in the past two weeks. This improvement may

be due to the numerous meetings among students, Barnard College administrators, and Servomation officials.

The most recent of these meetings, held at breakfast on October 22, was attended by Peter Donovan, Director of the Servomation here, three student residents of BHR—Gwyneth Murphy, Sandy Caskie, and Jeff Orell, and four Barnard College officials: President Martha Peterson; Assistant to the President, Jane Moorman; Housing Director Blanche Lawton; and Controller Forrest Abbot.

Corrective measures suggested at the meeting included terminating Barnard's contract with Servomation, which can be done without penalty upon giving 90-days notice, and making the food plan optional. Subsidization of the food service with funds from the College was also discussed as a viable possibility, but it was made clear that Peterson would take this course of action only if it could be shown without a doubt that Donovan and his staff were now getting the most they could out of every penny.

Regardless of what option is chosen, Peterson is expected to announce a definite decision about the future of Servomation at Barnard by November 1.

In the meantime, an independent dietician will be judging the level of nutrition at Hewitt, and Assistant to the Controller, Brett Combs, will be sampling the meals to see how palatable they are.

At the McIntosh, Snack Bar, the students' main gripes concerning food are the high prices; a commuter must pay 55 cents for a container of yogurt that would sell for 40 cents at Ta-

Kome.

According to Ms. Gordon, dietician and Assistant Director of Servomation at Barnard, this price is necessary to offset labor costs and operating expenses, which she feels are high compared to their volume of business (\$600 to \$700 a day).

In addition she stated that Servomation sold only top quality products to students. "I buy only inside top round for roast beef sandwiches," she said, "and I put two ounces of meat into every roast beef sandwich. We do not fluff it."

The price of ice cream at McIntosh, continued Ms. Gordon, was due to the increased price of ice cream wholesale. "Last year I could buy a tub of ice cream for \$7.50. This summer the price went up to \$10.50, and now it is even higher."

High prices on some things, however, may be due to the Servomation home office policy of forcing its units to buy only from certain purveyors. This means that the Barnard branch of Servomation cannot purchase fresh produce at the Bronx Terminal Market, but must resort instead to "Seal Bid Contracts." This process of purchasing food entails submitting a secret bid for food described by a middle man or the seller, and it is risky because a person cannot always tell whether his bid will win, or whether the food will turn out to be exactly what he expected.

Managing a food service has other problems, but students generally don't seem to feel they are asking for too much from Servomation. In the words of one resident of BHR, "We don't want gourmet food; we just want something edible."

## Recycling Service Active On Campus

by Jami Bernard

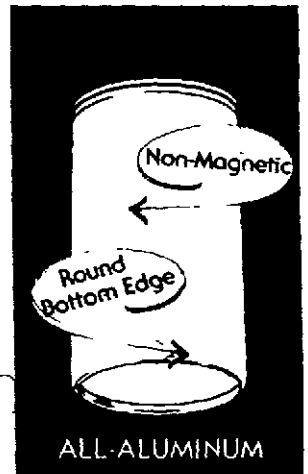
As evening touches the campus, hundreds of extra copies of Spectator pile uselessly in lobbies and basements. Ordinarily, Buildings and Grounds would collect and dispose of these mountains of pulp, but due to the efforts of approximately thirty five volunteers, the paper is bound and sold for recycling.

Earth Coalition was begun four or five years ago, and remains the only environmental group on campus which collects and stores paper and aluminum. It is connected with Neighborhood Ecology, a community-wide organization at Teachers College, which also collects steel and glass, and "just about everything else," according to Earth Coalition Executive Vice President Michael Telep. The two organizations share a bank account which provides for equipment, such as twine, which is relatively expensive.

As freshmen, Telep and his friend, Eliot Solomon, began collecting and selling papers from Carman and Fernald. Four years later, the Coalition serves five Columbia dorms and BHR, although President of the Coalition Dan McCorkle is not sure whether it is registered in Barnard.

The Coalition's activities are not more extensive on the Barnard campus because support there has been nominal in the past, and Barnard Buildings and Grounds will not offer storage space. Two years ago, papers were stored in the Hewitt Food Services room, but this was said to cause roaches.

In addition to the newspapers, aluminum is collected at all Columbia College dorms. Reynolds Corporation has made an agreement to send a truck out to pick up excesses of one thousand pounds of aluminum. Two and a half weeks ago, Reynolds picked up the fifteen hundred pounds of aluminum the



Coalition and Teachers College had stored for the past year. Newspapers are picked up every four or five weeks and sold to a junk dealer on 130th St. who in turn sells it to a recycling company. The Coalition doesn't collect glass because of the danger of handling broken glass. Aluminum used to be a problem because cans weren't washed out properly and it was required to remove the label and the ends of the cans. Due to modern machinery, this is no longer necessary.

During the last academic year, 57,156 lbs. of newsprint were collected and sold. Due to the paper shortage, the sales brought in more money than previously, and was plowed back into the organization. A four wheel cart and three two-wheel carts were purchases, and the money is being considered for various campus beautification projects. Solomon is currently contacting the City Parks Department about planting four or five trees along Broadway in front of the College Bookstore.

Telep feels the Residence Halls have been very cooperative. "We feel that we are doing the university a great service."

### WANTED

Students to submit artwork for a show of Barnard Student artwork to run from 11-11 through 12-3 on exhibition in Wollman Library. Interested in receiving Fine Arts works especially. Please contact Cathy Meakin of the library (Reference Department) for information.

Come and try A Totally New Concept in Foreign Language Learning (Language Through Movement) (In French) workshops at Barnard Hall Studio #2 Fridays (Starting October 25, 1974) 2 to 3 PM NO FEE NO EXPERIENCE NECESSARY

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**Barnard College Theater Company**  
presents  
**FAMILY REUNION**  
by T. S. Eliot  
Directed by Kenneth Janes  
October 29 1974 at 5:30 P.M.  
October 30, 31; November 1, 2 1974 at 8 P.M.  
at the Minor Latham Playhouse  
Call 280-2079 for further information.

**Student/Faculty-Alumnae Association of Barnard College**  
are accepting nominations for  
**The Emily Gregory Award**  
**DEADLINE FRIDAY, NOVEMBER 1**  
For more information  
Call Sari, Amy or Fran  
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## Interest Groups

In talking to some of Barnard's trustees, it was disconcerting, although perhaps not surprising to hear that a few of them consider student and faculty representatives "interest groups" on the Board, and therefore should not have voting power.

A continuing refrain in educational institutions is that faculty and especially students are the transient members of the educational community and therefore should have limited say in the governing of a school. The usual response to this is that faculty and especially students are the raison d'être of an educational establishment. The exchange is heard so often, (although now it is more often simply a distant echo from the misty past of the late sixties than a trident and immediate challenge) that it is generally and cynically regarded as just another left over cliché rather than a relevant objection. It is certainly seldom taken seriously.

But the irony of the situation should not be ignored. It is paradoxical that students and faculty should be considered interest groups on a Board which includes executives and trustees of many large corporations and firms. It would be naive (not to mention counterproductive) to suggest that any one of these individuals by virtue of their other positions and connections, has a personal vested interest at Barnard. But taken all together, they constitute an interest group of their own: they represent the voice of privilege and wealth.

Taken separately, there is nothing objectionable about the positions and connections of any of the members of the Board. As Ellen Futter, a former student and now an alumna trustee, pointed out, it would be assuming guilt-by-association to object to trustees with corporate connections or positions in the business world. Also, it cannot be denied that people in the business world contribute necessary financial experience to the running of an institution.

The objection that can and should be made is that the Barnard Board is comprised almost totally, except for its non-voting members, of people from the business world and ruling class. Decisions of general and financial policy at Barnard are made by people with a vested interest in the status quo. It is more in their interest to preserve Barnard as it is, an elite and non-progressive school, than to insist on needed and productive educational change. The people most likely to insist on a progressive direction are the students and faculty; yet they are denied a real voice in decision making.

Getting a vote for students and faculty on the Board of Trustees has become a trite and overworked cause. It is one of the deadest horses left from the general post-1970 slaughter of radical/liberal causes in education. There certainly are much more meaningful and immediate battles around for anyone still interested in the fight. The trustees dismiss the question as unimportant, saying that voting power is really meaningless and that decisions are made by consensus. The obvious response is, if it is so meaningless, why the stubborn resistance?

The vote itself may be symbolic, as Ellen Futter described it back in 1972, when she confidently asserted that one of her goals would be to obtain full voting status for students and faculty. What it is symbolic of though, is the continuing resistance to change and avoidance of conflict by denying students substantial power and effective tools to use their power.



"The Family Reunion" by T.S. Eliot, will be presented at Minor Latham Playhouse October 29, 30, 31, and on November 1 and 2. The Barnard College Theater Company will be directed by Kenneth Jones. Performances are at 8:00p.m.

## Eliot's 'Family Reunion': Exorcism of the Soul

by Nadine Feiler

The Family Reunion by T.S. Eliot is a ghost story, an exploration of the far corners of the mind that haunt us. It is about a world in which change is frightening and to be avoided at all cost, where "keeping up appearances," as one character calls it, is necessary for survival for some people. For the central character, Harry, though, to return to his family estate and find nothing changed could mean destruction of his being.

The scene is Wishwood, where the family is meeting for mother Amy's birthday. This year is a special reunion because for the first time in eight years, Amy's oldest son Harry is coming home. Amy has kept Wishwood completely unchanged for Harry's return; the furniture has not even been rearranged. When Harry finally arrives, his first observation is "You all look so withered and young." Time has passed and events have occurred, but nothing has really happened to these people.

For Harry, the return home is frightening. Besides finding nothing changed, he also finds everyone waiting for him, the stage set, his role in the family already written out for him. The distinction between shadow and substance, appearance and reality becomes blurred. He confesses having murdered his wife, but later questions if the murder was a delusion. He sees "them," "they" have followed him even to Wishwood, and he

can't run away from "them" no matter how hard he tries. This externalized "them," however, is only himself. Through a cathartic scene with his aunt Agatha, his spiritual mother, Harry decides he must leave Wishwood once again. If he is to recapture his real self, he must pursue, not flee, the ghosts. Amy asks why he is running away; Agatha explains that "in a world of fugitives, the one who changes direction seems to be running away."

The difference between Harry, Agatha, and their cousin Mary on the one hand, and the rest of the family on the other is that the first three see the ghosts; Harry, Agatha and Mary are fully conscious beings. The rest of the family are like Harry's brother John, who at the moment is suffering from a concussion; they are all unconscious. Eliot has used a Greek-style chorus whenever these unconscious characters are expressing their most inexpressible thoughts. One of them thinks: We do not like what happens when we are awake because it is too much like what happens when we are asleep. Harry constantly bewails the impotence of words when he tries to explain himself to his aunts and uncles. He can never hope to break through their unconsciousness with explanations or words. The failure of words is ironic in a play that is all words, and the only action is self analysis, introspection, and

exorcism of the soul. The nature of the play is also one of its problems. A theater companion remarked that this is "the kind of play that makes people hate theater." The point is a good one; Eliot's drama is not easy to watch. It cannot be passively observed; it demands hard work of his audience, at least as hard as the lives his characters must lead. The characters move back and forth, in and out of characterization and mythology (fitting, I suppose, in a work that owes much to Aeschylus' Orestes). Consequently, performances seem uneven.

It is really hard to say where the responsibility for this lies: with the playwright, the director or the actors. It is an extremely difficult play, I imagine, on both sides of the stage. Several performances were memorable. Janet Pennybacker, as Amy, gave one of the best performances I have ever seen here. Amy is a stiff, rigid old woman, who has stoically made the best of her life. She doesn't fear the passing of time so much as she fears change; death to her will come when the clock stops in the dark. She finally realizes she is old when she realizes that there is no time left to redeem past actions. She has lived her entire life in a state of static potentiality, never changing so that she may go on, yet not realizing she is dead already. She has stopped the clock herself years

(Continued on page 8)

## Shaffer's 'Equus' Portrays Beauty and Brutality

by Michael Musto

Who would have believed a play focusing on a gory incident involving a young man who gouges out the eyes of six horses could be hit material? Yet, Peter Shaffer, the author of Equus, pulls it off with a minimum of gore and a maximum of taut, gripping psychodrama.

The play was inspired by a story of an actual crime involving horses which fascinated Shaffer. The crime itself is the only element of the play taken directly from life, but the entire play is executed with the truthfulness of a documentary. The deranged adolescent of the play, Alan Strang, is a victim of his father's anti-religious sentiments. Forced to relinquish conventional religious ideas, Strang redirects his need for worship to horses. They are strong, sensuous creatures to him, symbolic of escape from his restrictive parents. "Equus"—the Latin word for horse—becomes the object of a complex religion, the fanaticism of which

leads to Strang's gruesome crime. He is placed in a psychiatric hospital, in the hands of a wry and probing analyst, Martin Dysart. As Dysart uncovers Strang's obsession with horses and the cause of his crime through a series of psychoanalytic techniques, he gradually comes to doubt his means and ultimately, his end. What right has Dysart—unhappy and troubled himself—to force the boy to conform to society's and his standards of "normality"? The scene in which Strang reenacts his crime is a shattering climax, ironically representing Dysart's success and failure at the same time. He has achieved analytic success, but he has become all too aware of the ennobility of Strang's passion. Dysart embodies the best and worst qualities of all psychoanalysts. He is probing and persistent, doubtful and evasive. The view of psychoanalysis presented here is much more sympathetic than the

scathing depiction of pompously ineffective analysts in Terence McNally's Bad Habits. Dysart is human; but his realization that Strang is also a complex human being striving to fulfill basic inner needs provides the flaw in his analysis. This realization makes his position as Strang's mentor and savior all too precarious. (Ironically, the self-doubting Dysart assumes the role of omniscient narrator of the play.) Strang is a representative of the modern man's diverted need for worship. In a world of self-made demi-gods and cardboard heroes, Strang—who only communicates through TV jingles in the first part of the play—finds a new Messiah. Equus, alive and familiar, becomes a surrogate god, replacing Jesus, the pre-industrial man's object of worship. Strang's primitive and ritualistic religion is an outlet of his repressed need to worship. Strang, by the entire community, also becomes the object of expression because it

## Books: Perceptive Oates; Fantastical Rhys

by Nancy Carlin

Before I say anything about Hungry Ghosts, the latest collection of short stories by Joyce Carol Oates, I have a confession to make. I am fanatic about her work. I would probably enjoy reading her shopping list. As A.J. Weberman is to Bob Dylan, so would I be to Joyce Carol Oates if I had the chance and a little more nerve. Her writing has, without exception had personal significance for me. Putting all bias aside (which I'm not sure I can do), I believe these stories are Oates in her prime.

Each story in Hungry Ghosts has been named for a famous biography or philosophical work. At first this seemed to me merely a "catchy" way of attracting the reader's attention, but after reading the entire collection, I can only marvel at Oates' creative and perceptive powers. With her, it is never a matter of tying up loose ends, or forcing relationships where they do not exist. There are no extraneous elements, nothing outside of a smooth continuous progression from beginning to end.

The stories are linked through their setting and fundamental situation

With one exception, which deserves special treatment: the stories are linked through their setting and fundamental situation the internal politics of the English department at a small Canadian university. In each story, circumstances which



Joyce Carol Oates

originally seem hilarious or slightly ludicrous quickly attain grotesque proportions. For example, in "Up From Slavery," the efforts of Franklin Ambrose, a black English professor to avoid, disguise and/or negate his color, his excessive vanity and his repeated seductions of white female students are at first vaguely amusing. Then he meets adversity in the form of Molly Holt, an attractive addition to the department. As the reader watches in horror, Franklin, thwarted in his attempt to seduce Molly, takes his revenge. Oates builds the atmosphere of terror by blurring events: she never makes clear where things went wrong or why, and sometimes an entire incident remains a mystery. Unlike most stories in the third person, Oates do not tell the reader more than the characters themselves know; in

fact, I often had the suspicion that important things had been going on behind my back. This technique can be very annoying, but it gives Oates' work an intensity beyond fiction, that of real life.

The best story of the lot, "Birth of Tragedy" is (on the surface) about Barry, a graduate assistant; his fledgling career as a college instructor, and his perplexing and dangerous relationship with his departmental sponsor, Dr. Thayer. Dr. Thayer is an Oates archetype; he feels, as do many of her other characters, that someone (or everyone) is out to get him. He tells Barry "As long as you know that... other people are feverishly writing scenarios in order to trap you in them, you'll survive." Barry does indeed become trapped, but he liberates himself in his first lecture, on Hamlet; a masterpiece of educational and psychological insight.

Every story here is effective; a chilling account of a "radical" professor's "revolutionary" campaign against traditional education; a story about plagiarism which ends on a peculiarly threatening note; a story which asks (and leaves unanswered) the question "How can I be sure I'm really me?" "Democracy in America," the first story in the collection, stands out thematically from the rest. I am not sure what it means, and I don't think I want to know what it means. I can think of very little to say about (Continued on page 8)

by Elizabeth Griggs

It seems that quite a few people are reading Jean Rhys. This becomes especially apparent when one is unable to locate any of the desired volumes in the Columbia libraries. In fact,

of her several novels to date I was only able to locate one of the more obscure titles in the farther reaches of the Butler Stacks, a book called Wide Sargasso Sea. I don't believe this one has appeared in one of the gaudy Vintage editions, as many of her better known works have, complete with sly-eyed woman on misty shot cover. These covers are misleading, to my thinking. Rhys does deal with women in her novels, in fact almost always the same woman, and in some stories and her latest publication as well. She writes in a semi-autobiographical, fantastical fashion, but her work, though perhaps spicy for the thirties when it appeared in quantity, is hardly racy today and the foxy lady on the cover doesn't really put in an appearance in Rhys story. You can obtain the novel discussed here locally in a Popular Library edition.

Rhys wrote primarily from her own nomadic experiences in Europe and the West Indies, with a heavy to medium dose of fiction. Wide Sargasso Sea has 2 first person narrators, the heroine and her husband. The heroine has grown up on Jamaica in the West Indies, daughter of the crazed, ostracized widow of a slave-owner. Slavery being a thing of the past the source of

family fortune is also extinct. The father has died as the story opens, and the daughter is left to roam the decaying estate while her mother grows poorer and crazier.

Rhys tries to suffuse the character of the narrative with fearful magic of the jungle and she puts across an effective sense of the bewildered child's perspective; things heard late at night, muffled through the wall, the stick she attributes magical powers to, her self-perpetuating misconceptions. The husbands narrative is less absorbing and finally less revealing about their relationship and his personality. Here Rhys begins to develop her fantasy that clearly stems from Bronte's Jane Eyre. The heroine develops into the first wife of Mr. Rochester, especially at the third section of the book where she resumes the narrative, now locked away in England experiencing the same reliance on her understanding and perceptions of her environment as she did when a child.

The novel ends rather deliriously and sinisterly, and the effect the author seems to wish to convey is satisfying enough for the reader. Though unclear or sometimes sketchy or cluttered Rhys books seem to make for entertaining, absorbing reading. This particular novel might be a good place to start or perhaps end.

## New School Dance: Avant-Garde and Provocative?

by Martha Wiseman

I have been enraged so many times in the past few years by bad dance concerts that I seem by now to have become somewhat numbed to the tasteless or boring pieces I see. I was amused rather than angered by the second in the series of four "Choreo-concerts and Critiques" presented at the New School in association with Laura Foreman's Choreographers' Theatre.

The program on October 19 consisted of new dances by four choreographers, Sara Shelton, Phoebe Neville, Gus Solomons, Jr., and Douglas Dunn, followed by brief lecture-demonstrations

and an "audience-dancer discussion"—what I should call an encounter session for audience and choreographers. Shelton presented, as it turned out, only sections of her "geode." The first fragment for two men contained in its loose style some potentially interesting movement, but in the other fragments this potential was not fulfilled. Shelton's movement idea disintegrated into a mouthful of water being gurgled and spewed out.

This was as a final gesture mildly repulsive, but I sank quickly into indifference; it only underscored the laziness of Ms Shelton's imagination. Neville's untitled "Duet" for

herself and Edward Spena was dull and muddled. "Duet" seems to me something of a misnomer; the piece was really a solo for Spena, who danced an unmemorable semi-balletic adagio while Neville moved almost imperceptibly behind him, bent over from the waist, never straightening or going down to the floor. The piece was done in silence which in this case only made boring movement more so. Solomon's "Chapter One" was a satire upon analyzing dances. He read his own purposefully convoluted sentences about dancers forming relationships and being generally "meaningful" while three good dancers—Santa Aloï, Ruedi

Brack, and Douglas Nielson—supposedly did just that. The movement had a vaguely athletic quality, as if the choreographer were putting his dancers through their paces. But neither that concept nor the stagey grins could sustain any real humor. Although they performed well, the dancers seemed almost unnecessary; Solomons did not know how to use them to his advantage. His text was amusing but practically analyzed away the dance itself.

Dunn's "Octopus" was in two parts. The first part, "Whale," struck me as silly, a traditional anti-traditional piece, complete with a man (Dunn himself) climbing over the seats through

the center of the audience and two couples dressing and undressing. Part Two, which was his lecture-demonstration, was successful because it was unexpected and because Dunn's own deadpan humor is appealing.

The other lecture demonstrations revealed in Solomons, Spena, Shelton, and Neville an unpleasant condescension toward the audience. Shelton for the most part spoke in purposefully obscure phrases, she seemed to be talking to herself, while Christine Eccleston and Bob Beswick moved pointlessly, if sometimes inventively. Neville seemed to an embarrassing extent emotionally focused upon her partner Spena, although what she actually said about working with another person was valid enough. Spena talked about discovering through Neville the use of the floor as if it were something quite new; I wondered whether he had heard of Martha Graham. He was trying desperately to prove his own intellectualism and the intellectual worth of dance in general, describing Neville's piece as "a true dialectic" and so on. The two of them then dialected before our very eyes, which assured us that they were indeed attuned to one another and that, happily, Neville could move if necessary.

Solomons spoke briefly about his need to learn to communicate with people more effectively and his desire to present dances "in a simple, direct way, without propaganda for the audience." Certainly this made sense, his piece being a satire on such propaganda. But his flip attitude, particularly in saying that he had not been simple and had therefore failed, suggested that in the end he hardly cared whether or not he could communicate. The four choreographers and (Continued on page 8)

## Letters: Boycott, Abortion

To the Editor:

The Columbia Daily Spectator regards its editorial policy as entirely distinct from its advertising policy; it therefore accepts any paid advertisement. Presumably this is the reason for the appearance of a full page of pro-Gallo propaganda. Any "policy" which leads a student newspaper to give so prominent a position to the deceptions of one of the most exploitative companies in this country, is irresponsible and amoral. The fact that this advertisement, even though unidentified, is paid for by Gallo or someone who has an interest in selling Gallo is undeniable. Responsibility for a newspaper entails a responsibility for the effect of what is printed. The option of "taking no position on an issue" does not exist.

Lisa Lerman '76

To the Editor:

If I am correct in assuming that one of the basic functions of a school newspaper is the presentation of information in as

complete and as accurate a manner as possible, I find it difficult to tolerate the very biased coverage this paper has given to the methods of dealing with unwanted pregnancy. When a girl on this campus is faced with an unexpected pregnancy, there are alternatives to abortion, you know. BIRTHCARE is a counseling agency staffed by professional social workers and psychologists which reaches out to the pregnant girl who is either unsure about wanting an abortion, or who has decided to carry her child to term. Some of the services offered by BIRTHCARE include free pregnancy tests, professional counseling, medical care at a minimum cost, two residences for unwed mothers, and professional assistance with after-birth planning. It is located on 1st Ave. and 55th St. and their phone number is 260-2700.

Sincerely,  
Regina Mullahy '75  
Daria Friel '75  
October 16, 1974

backgrounds, and then it becomes a problem of very significant value differences. So, as in the case that we discussed in my group on population dynamics, it was a Black woman who was a nurse (unknown to the people that were taking care of her). She had had four pregnancies, three ending in successful birth and one being an abortion, and here she was pregnant again and she was 38, and the response of the middle class, white male doctor to her was, "Well you know, you ought to have an abortion since you're the breadwinner of the family and there are three children who are dependent on you." And then in his head was going on the business about she's 38 and that means the possibility of a mongoloid child has increased, and so on and so forth. He suggested an abortion and in fact put the suggestion in such a way that it sounded almost like a fact that was to become a reality very soon.

That got her very angry, because it was a challenge to her sense of womanhood. She felt she could have her baby, in fact where she came from in the British West Indies, many women have babies and they also have high blood pressure like she had. [That was the medical problem that brought her to the clinic in the first place.]

There was a real value difference between the young physician dealing with her and the women, concerning a whole range of problems that involve racial and cultural backgrounds and feminine point of view. I'm sure the medical man really wasn't quite aware of this. If it hadn't been for the man who actually wrote the case up, (who got the woman to come back after she had stormed out of the clinic) she might not have gotten the kind of treatment that she did get and lead to a successful birth of a child.

**Hughes:** Do you really feel that these new attitudes will be made more manifest in daily care?

**Fruchtbaum:** We are hoping so. We have to wait and see what the result is, but we feel as we can attract more and more professional and medical people, and more students, and people not in medicine but interested in these problems, then there will be a growing awareness of the problems and more discussion of the issues. Then sheerly on the professional level, there will be built up a body of material that is printed or on tape recording that students of medicine and health care can refer to. Then you have a body of information that can be discussed and analyzed and debated, and hopefully that will have an impact on this whole area of medical care.

What's interesting is that while there is a sizeable medical literature on almost any medical subject you can think of, that you can go to and read, there is not such a body on the ethical and value questions.

The kinds of decisions that are made in Babies Hospital, for example, in the Intensive Care Unit every day, are value laden decisions, and yet the doctors say I want to go to a shelf and take out a volume that will show me what the decisions were like over a period of years and what the reason behind the decision was. They can't do that, there isn't that body of material.

**Hughes:** The position that you occupy in the University seems to me to be, from what I could tell a fairly new and unique one. What could someone who was interested in getting involved with the educative aspects of this field do? For example, there isn't a Ph.D. program in the field.

**Fruchtbaum:** It's just an evolution that is taking place, and that has been going on slowly. This medical value area is part of the larger field of values and ethics of science, technology and medicine. So that for anyone who has been teaching History of Science, or History of Technology as I have, or who is concerned about value questions concerning professionals, it's a natural outgrowth to see a program on the graduate and undergraduate levels that would move across faculty lines. It will hopefully become a program in which students could concentrate or get an advanced degree. That has been happening. I think at a number of places, but it's a slow evolution. Whether or not it will produce an actual program, I think remains to be seen. It will depend upon each institution's particular situation: the faculty, and the funding available.

For example in the courses I've been teaching in the history department on

this campus, one is called "Science and Technology in America," another is called "Topics in Social History of Medicine and Health Care". I have had a number of students who come with interests like the history of particular medical problems as they relate to women for example. Subjects like "Psychiatry and Feminism" or "Psychiatry and Women in the Late Nineteenth Century." Their problem is how do you put together a program (ie. the graduate students wanting to write a doctoral thesis) that would enable them to pursue that special interest.

So in a kind of ad hoc way they do exactly that they take some courses in social history and history of science or philosophy of science. They create a program and they try to find a faculty member who would show enough sympathy to sponsor it. Just a few years ago subjects like that would have raised eyebrows, they would have said that's crazy. Now it's really one of the important areas of historical studies. That kind of interest coming from students and by faculty helps to generate this kind of development.

I've attracted students who, for example, from Barnard, are feminists and bring me almost every session, some literature that they want me to read from "The Underground Feminist Press" or "The Self help Movement." It's been very important in educating me and then sitting with my colleagues at the Medical School I could say, "Hey, I think you ought to think about this." So it is a two way street. I think it's important because

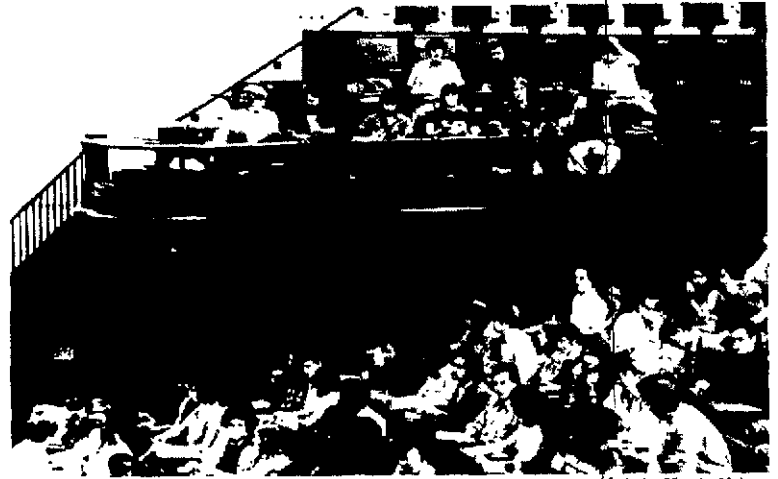


photo by Martha Nelson

in the Medical School the faculty are so caught up in the practical problems of educating the students in medicine, that the opportunity to talk to younger people who are not yet in medicine but have very strong ideas and feelings is really very limited.

Here is a way of having a whole continual feed-in coming from younger people who are perhaps thinking about a medical commitment or career or perhaps not, like law and legal aspects of organ transplants etc., to get that kind of fresh insight into problems and what is in the

minds of people who are not at that point perhaps committed to a medical career.

This may be an important step toward making the University a community of people and not just a number of loosely connected faculty members and students. It would be nice to see more students both from the undergraduate and graduate areas, not necessarily aimed at medicine become interested and involved. I will just emphasize again if I haven't emphasized enough, keeping well in mind that you are from Barnard, that the feminist point of view as far as I'm concerned is welcomed and needed.

## University Holds Seminars on Health Sciences

By Margot Hughes

On October 17 participants in an educational program in the health sciences presented their first seminar to the university community. This seminar and the ones to follow are being presented through the General Education Program at the university. The title of the seminar is "Ethics and Values in Health Care" and it will continue to meet throughout the academic year.

The General Education Program represents an attempt at integration of the Humanities with the other university programs. The role of the Humanities has been downgraded in the educational system in the past few years, but this program is an attempt at defining the role of the Humanities in the educational process.

This particular seminar sees as one of its aims the profitable integration of ethical questions (traditionally treated in the Humanities) with clinical questions (in the past taught separately from the Humanities.)

The advances in the sciences have been great, and with these advances a continual and constantly developing awareness emerges, both by the clinical professional and the individual outside the profession, of questions that deal with what it means to exist as a human being. The individual must find new ways of relating to institutions that develop to further the scientific advances. He/she must find ways to relate his/her personal attitudes to society's attitudes and goals in this area. In short the individual (both in and out of the medical profession) must come to terms with his/her own attitudes and find a coherent and satisfactory way to integrate these in the larger social context. These are the problems among others that the General Education Program seeks to deal with.

The ability of medical technology to shape and transform the design and content of life is strong. This ability produces a need to define the

boundaries between the individual's values in life and the medical profession's values, and find a way to combine the two in a fruitful relationship. The representation of various perspectives in this seminar is an attempt at establishing this.

The faculty participants in the seminar are (present on October 17) Dr. Harold Fruchtbaum (Associate Professor of History and Philosophy of Health Care), Dr. Steven Marcus (Professor of English and Director of National Humanities Center), Dr. Bernard Schoenberg (Associate Professor of Clinical Psychiatry; Associate Dean of Allied Health Affairs), Ms. Gertrude Lenzer (Associate Professor of Sociology at Brooklyn College CUNY), Professor David Sidorsky (Professor of Philosophy), Dr. Raymond Stark (Fellow, Dept. of Pediatrics P&S). There are, in addition, several graduate and medical students that will be involved, as well as other doctors and other faculty members in future seminars.

The seminar is divided into four task forces; each has or will be presenting case studies in their area. The four forces deal with: Survival and Dying, Population Dynamics, Allocation of Health Care Resources and Behavior Modification. The first two task forces presented case studies at the October 17 meeting. Space does not permit my describing the cases presented in detail, but I will briefly state one of them from the task force on "Survival and Dying."

The case dealt with a newborn child, who at twelve hours old was transferred to the Neonatal Intensive Care Unit at P&S with a markedly deformed palate. On further examination the child was found to have a serious heart difficulty, although his neurological and other functions were normal. Both conditions were judged to be operable on with a promising prognosis. The palate, it was believed by the attending surgeon, could be repaired through plastic surgery in about three years time, so that

the child would appear normal. However, it would necessitate many operations and thus frequent living in a hospital. Also the child would in the meantime be unable to eat normally or develop normal speech patterns. The heart condition was also believed operable and after two long and expensive operations, correctable. The parents, both Serbian immigrants, refused permission to operate, and the father expressed open shame at having born such a child and thought it would be better if the child died.

There are many nuances and details involved in this case which space doesn't permit presentation of. However, it is interesting to note some of the questions the task force raised in conjunction with this case. 1) "Is this child to be considered a being in his own right, morally autonomous, or merely a function of others?" 2) "What criteria should be used whether life support will be provided or withheld?" 3) "Who will be the consenting parties when concerns of parental anguish are balanced against the physician's prognostic evaluation and the community's economic risks?" There are many other interesting and complex questions raised by this task force and others. All of them indicate very real issues facing us all, not just the individuals directly involved in the case. The questions focused on the concepts of a "quality life" and a "morally valuable" one.

The audience at the seminar responded with great interest to the issues before them. One was certainly left with the feeling that many more questions were raised than could be answered. The next public session of the seminar will be on November 21. The tentative dates for those following are: December 5 and 12, January 9 and 23, February 6, 13, and 27, March 6, 13, and 20, April 10 and 17, May 1 and 8. The seminar meets in the eighth Floor Auditorium of the New York Psychiatric Institute at P&S from 5-6:30.

# Perspectives on Medical Education

by Margot Hughes  
and  
Roberta Chiascione

As part of a series of articles on pre-medical education at Barnard, *Bulletin* interviewed Harold Fruchtbaum, Professor of the History and Philosophy of Health Care at Columbia University. Professor Fruchtbaum is active in working with both undergraduate and medical students at Columbia and Barnard. This interview attempts to draw out some of the current and emerging perspectives that both pre-medical and medical education are focusing on.



photo by Lucy B. Lazzopina

Harold Fruchtbaum

**Hughes:** What do you conceive the aims of the General Education Program to be? And why do you think that a seminar such as this falls under that heading?

**Fruchtbaum:** I think there is a wide range of aims. One set of aims that I'm perhaps most concerned with has to do with the Humanities in professional education, and in that area I think the seminar in Ethics and Values in Health Care is fairly critical. This is a strategic point where you can bring in the Humanities such as philosophy and history and literature, theology, inter-medical and bio-medical considerations, bring them into a medical school, a clinical setting, and that means not just medical students, but nursing students, public health students, and it also means that on the pre-medical level, on the undergraduate level, we can bring in some of the concerns of the medical people in a general area like the Humanities of patient physician relationships or medical staff relationships and deal with those issues not on a medical level but on a humanistic level.

**Chiascione:** Do you think pre-medical courses should be more focused on the Humanities and less toward the Sciences? It is said that one should major in chemistry or biology and that this is the most important preparation, do you agree?

**Fruchtbaum:** I know that medical school admissions committees do place heavy emphasis on the sciences, and I think that that's going to be a situation that is going to change. It moves back and forth over the years. I think it's important though to make available to pre-medical students some of the concerns that they will be having as medical students and then as interns or as nursing students. Among these concerns are those involving the care of the patient, the philosophical issues, the ethical issues, the value issues.

In a pre-medical program I think you can begin to bring in a number of these areas and you can present the medical material in a fairly simple and straight forward way without the technicalities. And if you have a clinical person working with somebody from philosophy or let's say history or theology in a seminar to handle the medical aspect and take care of the non-medical aspect in the class, it gives the student an opportunity to see what is involved in the practice beyond the scientific, medical aspects. I think that one problem that medical students have in the first year is that they are so overwhelmed by the basic medical sciences that they have a tendency to lose sight of these other areas, and although the at-

tempt is made to expose them to a clinical situation as soon as possible, I think it is of some value that somewhere in their undergraduate years they have some kind of exposure to that.

Another argument that can be made which goes beyond the problem of pre-medicine, is that the problems that these kinds of programs and courses are dealing with are not just for medical students but problems of prolongation of life, retardation of children and so forth, concerns that every one has, as professionals and as parents, and as people having brothers and sisters with those problems and just facing those problems oneself. On that ground I think that an argument can be made for bringing this kind of material into the undergraduate level.

**Hughes:** Do you see this as becoming an integral part of the liberal arts education?

**Fruchtbaum:** I would like to see this happen. It hasn't happened yet but I think there are a number of reasons why it's now coming into the scope of undergraduate education. I think, for example, that the feminist movement has had an enormous impact on that, that is to make people aware of the patient physician relationship. For example, the case of women with a male physician and the kinds of problems that that raises. Or the various rights movements, patients rights for example, has become an important area, or the rights of mental patients is a critical problem. The consumer movement I think has had an impact. The consumer has some say in the quality of medical care. All of that I think has opened up the range of questions and dialogue and that's now getting into the undergraduate level.

**Hughes:** What do you think the intellectual implications of labelling something as a value question are? What is a value question as opposed to an ethical?

**Fruchtbaum:** The whole word, 'ethical' as applied to medicine usually meant behavior of the physician in terms of the economic aspect of his profession; such things as fee splitting, and what he should do in terms of other physicians, and what's required of him professionally, or not talking about the case to non-medical people. What's happened in the last half dozen years is the meaning of that word has changed enormously, and now implies such problems as patients rights, and problems of things like organ transplants, when is a patient dead, termination of life and so forth.

**Chiascione:** What are medical schools doing now? Do they have expanded programs?

**Fruchtbaum:** Well there seems to be a wave of interest in medical schools. I think it's going to last. It's a critical development that had to happen under the circumstances. It's happening at places such as Harvard and Columbia. It's happening at a number of places in the Midwest. There are a number of organizations and institutes that have been founded in the last couple of years devoted to ethical and value questions in medicine and the biomedical sciences and it seems that that's going to grow instead of diminish as we do more in medicine and the biomedical sciences.

**Hughes:** Do you think it's fair to say that this represents a shift from a relatively dehumanizing process of health care to a humanized process in which a dialogue is opened up rather than a lecture emanating from doctor to patient?

**Fruchtbaum:** Hopefully there will be change toward the humanization of the process as patients know more through education and what they read, see on television and become more demanding as they know more about what they ought to be getting. I think it forces the medical people to respond accordingly.

So, for example the whole process of consciousness raising, for women has now put them in a position where they just will not take being told what to do with no dialogue and questioning allowed. That forces the medical people to respond accordingly, and then as you have more technology introduced where you can prolong life you can, as they say, throw the switch and end the life of a seriously

defective child at birth, I think it becomes imperative that people involved be able to engage in this kind of dialogue that humanizes the process.

**Hughes:** Do you think that the fact that these new attempts are being made essentially on the college level and on the graduate level, means that the lower classes, the people that don't go on to a higher education are still going to be treated in an inferior way? Or do you think that just making the medical professionals aware of the issues is sufficient to pass on this kind of awareness to their patients?

**Fruchtbaum:** I think it has to get into secondary education and I think it ought to be part of it as early as possible. There

medical and non medical areas, graduate students and medical students), these four subjects, "Population Dynamics," "Survival and Dying," "Health Care Resources Allocation" and "Behavior Modification", all seemed to be areas where a good number of questions and problems could be placed and worked on.

Population dynamics includes such things as abortion and raises a whole set of issues concerning population growth and questions of genetics, the whole racial aspect and racial discrimination and value questions related to that.

The problems in the area of death and dying run the range from care of the congenitally defective infant (a very serious problem, in Babies Hospital here

**"There is a strategic point where you can bring the humanities into medical school."**

ought to be courses for high school students, for example in Survival and Dying, which we're all going to have to experience and questions that deal with the other philosophical and humanistic aspects of medicine and health care. It would take imagination in designing such courses, to make them available to secondary students, but I think it's possible and indeed necessary.

I think what you are suggesting is an important point, that this not become a class distinction, i.e. those who prescribe are the medical people because they are sort of in the know because they have had a college education and then there would be the mass of people who are out of it. I think that would be a terrible mistake. It does have to get into secondary education with courses that deal with human biology and all of its implications, and medical care and all of its problems.

**Hughes:** Are you on one of the task forces in the seminar?

**Fruchtbaum:** Yes, I'm on the task force dealing with population dynamics.

**Hughes:** What are some of the issues central to that topic?

**Fruchtbaum:** There are four task forces: why they are those and not four others comes down to who the people are who came to and are involved in the seminar. You could pick any number of areas to focus on. The four we picked are areas, that as the discussions went on over the weeks, in the steering committee (which consisted of faculty from the

at Columbia, and any hospital that focuses on infant care) right through to care of the terminally ill patient who may be aged or who may not be. The problems there run the whole range of, do you tell the patient, to what role does the family play. One can see that particularly when one is dealing with congenitally defective infants, when decisions have to be made by the mother and father. The kinds of pressures that they are under in that situation, raise the value questions that become so important.

The third area is the area of behavior modification. That runs the whole range of experimentation on people with all kinds of drugs, to modifying behavior in prisons, for example, or various behavior modification techniques used in mental institutions. There you see a whole set of questions that are troubling many people.

Then finally, the task force on Allocation of Health Care Resources, deals with questions like how much money is there and how is it going to be used, also the problems of training health people and where they are going to be located, the whole range of problems of who makes the decisions and what the ideology behind those decisions happens to be.

Now of course as the medical man or woman is doing his or her job, with that particular patient that kind of question may not affect how he and she relate except perhaps for example if there is a very real difference in cultural



photo by Cathy Zerbel



photo by Martha Nelson



photo by Martha Nelson



## Trustees

(Continued from page 1)

executives and an architect. Several Board members also hold positions with large corporations.

Asked whether she saw a possible conflict arising from the interests of a university and those of a corporation, Lily Pu responded, "Students tend to forget about the economic realities of Barnard." Pu felt that those members of the Board having corporate ties were essential to Barnard's financial survival because, "they do have the connections in the business world."

Futter also spoke of the value of having corporate representation on the Board, and said this did not mean corporate domination. According to Futter these members "deal with certain realities that we must face up to, such as a troubled economy." Futter stated, "If one doesn't want universities to be connected with corporations, it's cutting off a whole aspect of finance." She noted that the Board is "a place for different types of people. It would be exclusionary to not allow some corporate representation."

Barnard's finances are a major concern of the Board of Trustees, but its members are involved in and, in the words of Ms. Janeway, "deeply concerned" with all aspects of the Barnard community.

## New School Dance

(Continued from page 5)

Spina then confronted the audience as a panel prepared to answer questions. It was a naive audience: reactions to the concert were pat and extreme. An argument developed as to whether or not a dance concert had taken place at all. The choreographers were self-congratulatory even in their defensiveness; having provoked such an argument they could feel justified in believing themselves avant-garde and provocative.

## 'Family Reunion'

(Continued from page 4)

ago. Pennybacker portrays this in such exquisite details as her walk, her stance, the use of her hands. The sense of confused, and crossed old age is brought to bear beautifully.

Joe Fazio is also very good in an extremely difficult role. He brings Harry back from the border between sanity and insanity deftly, and also skillfully handles the characters' sense of the absurd. His moments of apparent insanity when he sees the "ghosts" are very effective. The role of Agatha is one that wavers obtrusively between character and myth; it is obvious that Eliot was trying to achieve something completely different with this character. Cynthia Hamilton's performance is perfectly suited, sometimes otherworldly, ethereal, spiritual, when her eyes see something beyond what the others see. And at other times, she is warm, comforting, wise, in a maternal way that Amy will never achieve. The rest of the family are played by Jane Jones, Jeffrey Butrico, Paul Tumbleson, Marilyn Kohn, and O'Mara Leary. With Director Kenneth Janes' usual skill, the supporting cast was well cast and performed by Corky Leary, Michael Ellis, Jim Nugent and Maria Katigbak. Dennis Parichy once again overcomes the disadvantages of Minor Latham's stage with an excellent set.

## 'Hungry Ghosts'

(Continued from page 5)

It. Death and decay are contrasted with and within life here in an extraordinarily vivid way; squeamish readers and those who have just eaten can pass this one up.

*Hungry Ghosts* exemplifies the difference between "ordinary" fiction and the fiction of Joyce Carol Oates. Instead of striving to communicate with the reader through the possibilities of experience, Oates explores life's possibilities. Through solid characterization and compelling narration, she confronts the reader in the guts, not the mind.

# Barnard Teams Prepare For Sports Week, Nov. 11 - 15

by Alison Collins

Aware of the increasingly important role of participant sports in society and therefore in women's colleges, the Physical Education Department of Barnard is battling a limited budget to prepare its students to take an active part in the current sports explosion. This year, the department is offering courses in 25 activities and sponsoring, in conjunction with the Recreation and Athletic Association (RAA), teams in six sports.

The major goal of the department, according to its head, Edith Mason, is the development in each student of "lifelong skills that will make a continuing contribution to her recreation and positive self-image." In keeping with Barnard's commitment "to help women realize their potential," the sports program is concerned with developing every level of ability to its highest point.

Given these goals, plus RAA's aim "to promote interest in healthful recreation, athletic proficiency, and good sportsmanship throughout college life," Barnard sports might seem to be in good shape. In reality, the department's attitudes are the only things flourishing.

Student apathy is one problem responsible. But even more critical is the shortage of funds to purchase better equipment, improve facilities, hire full-time coaches, or even join intercollegiate leagues.

In this respect, it's un-

fortunate that Barnard is a women's college and separate from Columbia. If the two schools were under the same administration, Barnard would be assured of sports facilities, opportunities and a budget comparable to Columbia's - the result of Title IX of the Education Amendments Act of 1972. This law prohibits any educational institution that receives Federal money from discriminating against either employees or students on the basis of sex. Prospects may be brighter when (if ever) Columbia's new gym opens and their new physical education program is established. Barnard has been promised access to both.

In the meantime, making the best of a dismal situation, RAA - whose budget is separate from the Physical Education Department - is sponsoring teams this year in archery, basketball, fencing, swimming, tennis and volleyball. All of these compete with other colleges, but some are more formally organized than others.

The archery team participates in a tournament in the spring in which the season's record is mailed in to the National Archery Association and compared with those of other colleges. The team will meet Brooklyn College here on November 18 at 6:00 p.m.

The basketball squad does not belong to any league but competes with colleges in the

metropolitan area. The team is optimistic about the approaching season and has bought new uniforms to prove it. Their first game will be here, on November 6 at 5:15 p.m. against Kingsborough Community College.

Odon Niederkirchner, a Hungarian master, coaches the fencing team, which has performed well in National Intercollegiate Women's Fencing Association competition for quite a while.

The tennis team plays in various intercollegiate meets and in the Annual Eastern Collegiate Tennis Tournament for Women.

The volleyball squad is a member of the New York State Division of the Association for Intercollegiate Athletics for Women, the first and only national group regulating intercollegiate competition for women. There is also a co-ed intramural volleyball tournament.

For the participation and enjoyment of everybody (Barnard and Columbia), RAA is sponsoring Sportsweek - November 11 through 15 - with competition in archery, basketball, bowling, fencing, swimming and volleyball. Anyone interested in competing in any of these sports should register in the RAA office by October 31.

More specific information and the Sportsweek schedule of events are posted on the RAA bulletin board in Barnard Hall.

## Winter Internship Applications Still Open

(Continued from page 1)

exam period, only a few students applied for positions and only sixteen of the applicants were successfully matched up with sponsors.

This year, the Placement Office, working with the alumna student affairs committee, decided to expand and

reorganize the program. After the qualified success of the 1973 internships, Lynn Stephens, then director of the Placement Office, decided to apply for a special grant to fund the program this year. A five thousand dollar grant was obtained from the Exxon Corporation and Ann McCaughey

was hired part time to coordinate and direct the 1974 program.

"I hope that this year more people will avail themselves of the program," added Cobb. "Students find out when they get out into the real world that it is good to know people in their profession to have contacts."



# TOMORROW

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