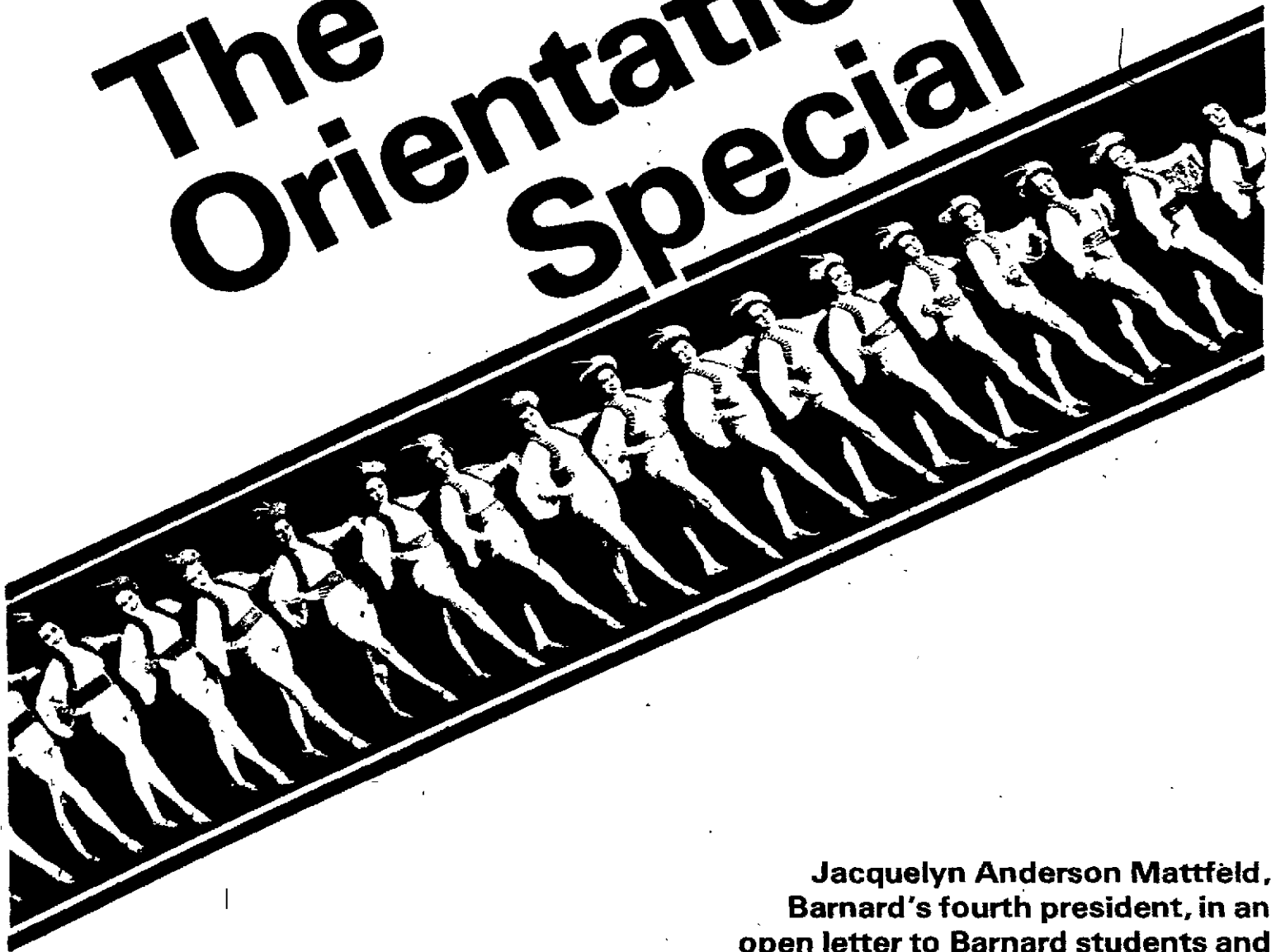


# Barnard Bulletin

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## The Orientation Special



Jacquelyn Anderson Mattfeld, Barnard's fourth president, in an open letter to Barnard students and faculty, examines and makes public what has occurred between Barnard and Columbia since her arrival in the spring.

*Mattfeld's Letter to Barnard, p. 3*

# More of the Same: Continuing Tradition of Diversity

by Sarah Gold

A preliminary study by the Admissions Office indicates that academically, geographically, culturally and in age, Barnard's 87th freshman class supports the old cliché regarding the diversity of Barnard women. Saudi Arabians and Cubans, ballerinas and tennis players—the class of '80 is typical in the very non-conformity of its members.

The 463 freshmen (figures as of August 12, 1976) represent 44 states, Puerto Rico and the District of Columbia. But while your roommate may be all-American Mom and apple pie, she may also be one of 68 students from Sri Lanka, Kuwait or other countries in Africa, Europe and Latin America. Although there is no question on the application form regarding race, 92 students, or just under 20 percent, have indicated that they are Blacks, Latins or Asians, an increase of about 2 percent over last year.

The preliminary report compiled by Director of Admissions Helen McCann states that the class of '80 is an "academically superior" one with a list of honors that includes National Merit Scholarships, Columbia Scholastic Press Awards and an assortment of prizes in science, sports, speech and other fields. Several of the women



have already been involved in college programs.

Final figures on S.A.T. scores have not been compiled, but a tentative report indicates that the figures are in the same neighborhood as those for the class of '79. If the final figures confirm this, it will be notable in a time of continually declining S.A.T. scores.

The freshmen have a broad range of extracurricular interests, among them figure skating, sailing, photography and writing, and one woman plays the Mandarin zither. Many of them have solid work experience under their belts. One woman is a junior account executive for an insurance-brokerage firm, another has danced with the Joffrey Ballet; a third enterprising fresh-

woman runs her own party business, the Simon Sez party service. Puppeteering, boat building and scooping out Baskin Robbins ice cream figure on the resumes of a few other students.

This year's freshman class represents two increasing but apparently conflicting trends. Fifty-six students, or 12 percent of the class, are early admissions students, entering college after their third year of high school, while another 44 women, or 9.5 percent of the class, are entering after a year's delay.

Gretchen Leefmans of the admissions office explained that the early admissions students are "very bright" women who are "looking for a greater challenge than they would expect from their senior year in high school." Money is only a minor factor here.

The opposing course—delaying entrance for a year—reflects "uncertainty about what the freshmen want to study." According to Leefmans, some have been in year-long programs either abroad or in the U.S.

But both early admissions and deferred entrance are perhaps two divergent symptoms of one trend, namely an increasingly flexible attitude regarding the role of a college education. It is no longer an inevitable stage of life triggered automatically upon receipt of a high-school diploma. It is something a woman does if and when she is ready. For some it is later, for others it is earlier (there are a few 15 year-olds in the class).

While the percentage of students expressing an interest in pre-med has dropped to 16.5 percent (from 19 percent last year) it "still leads the list of professional goals," according to the admissions office. Law, teaching and journalism follow medicine as the most popular prospective careers. Interest in business administration has increased over two years ago when only one student expressed interest. This year six women name it as a possible career.

Biology and English drew the largest number of prospective majors but many have expressed interest in the Program in the Arts, the social sciences and the humanities.

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# Mattfeld Writes Open Letter to Barnard Students and Faculty

To the Faculty and Students of Barnard College:

I wish it were possible for me to sit down with each of you for a leisurely talk about what has been happening at the College since Interim President Breunig cleaned off his desk, departed for a well-earned rest in Greece and left behind his executive responsibilities. On May 18th, I officially assumed the duties and title of president, and although that day seems just a few weeks ago, I realize, with a sense of disbelief, that in fact three months have already passed and a great deal has happened which I want you to know about.

Most of you know from a letter Chairman of the Board Eleanor Elliott wrote last winter that when I was named president-designate in November, all of us expected that I would take partial leave and begin to come to Barnard a day or two a week, immediately after February 15th, when Brown began its second semester, and then take a six-week vacation before becoming President on July 1st. Mr. Breunig and Mrs. Elliott had made explicit that during this period I should not be involved in the administration of the College or in preparation of the 1976-77 budget. They asked that I use the time to prepare myself for assuming the presidency. I was to become familiar with the history of the College, with past and present Barnard-Columbia agreements and with the documents of governance. I was to make courtesy calls on Foundations, get to know the trustees individually, meet with the Barnard chairmen one by one, and get acquainted with the officers of Columbia University's administration.

Two weeks after this regime had been announced to the Barnard community and I had begun regular commuting between Providence and New York, Mr. McGill invited me to the March 3rd meeting of the Columbia College faculty. I attended the meeting, and after a summary of his views about Barnard and Columbia College arrangements, Mr. McGill asked that I work with Vice President for Planning James Young to develop in time to present to the faculty in May, 1976 a plan to unify the faculties and administrations of the two undergraduate colleges by 1985. I discussed Mr. McGill's request with Mr. Breunig and Mr. Patterson and with the Board of Trustees, and then wrote a lengthy letter to Mr. McGill which elaborated on the following points:

1. It would not be possible for me as President of Barnard to undertake a joint planning enterprise to result in the unification of the faculties and administrations of Columbia

*Jacquelyn Anderson Mattfeld, Barnard's fourth president, graduated magna cum laude from Goucher College in 1948 and received a PhD in musicology from Yale. She has held administrative positions at Sarah Lawrence, Yale, Radcliffe and Brown, and was selected unanimously by the Barnard board of trustees last November.*



Jacquelyn Anderson Mattfeld at The Harvard Restaurant in Cambridge with her daughter Felicity this summer.

with Barnard College unless I had a mandate from the Barnard Board that such unification had been agreed to by them and unless they were willing for me to work on joint planning.

2. The sort of plan Mr. McGill envisioned would require at least a year's work after all the relevant data were collected, since faculty, students, alumnae and trustees would have to become part of the process. In this section of the letter I outlined in detail the steps necessary for long-range institutional planning such as that which Princeton, Brown and other institutions have been recently undertaking.

3. I observed, that I had concluded, after a number of discussions with members of Columbia's Provost Office and with our own officers, that neither Columbia nor Barnard has the staff or the information necessary to do long range academic or financial planning for its own school. It was also striking that although Barnard-Columbia relations had apparently been a matter of active discussion for some six years, there had been no attempt to anticipate the cost or other effects of changing the present relationship. Other schools, when considering merger (e.g. Vassar and Yale, or Pembroke and Brown) or contemplating a change from a single-sex to coeducation (e.g. Amherst, Dartmouth, Princeton, and Williams) had made full investigations, and then acted on the results of their findings.

I suggested that before either Barnard or Columbia attempted systematic planning, individually or jointly, it would be essential to hire experienced personnel to establish compatible information management systems and to conduct professional surveys. I proposed, therefore, that we identify consultants knowledgeable about the current scene in higher education, experienced in financial and academic planning and acceptable to both Columbia and Barnard administration and faculty. These consultants

*(Continued on page 15)*

# The Approach-Avoidance Conflict of Barnard and Columbia

*Excerpted and updated from the Spring '76 issues of the Bulletin.*

## Part I

Barnard College, it has been observed rather endlessly, is one of the few surviving institutions of its character: small women's college in an Ivy university. This relationship is the reason many students come to Barnard, and the administration consequently finds the relationship desirable. For Barnard, there is tremendous potential in the ties with Columbia. We have the advantages of a small women's school—a top-notch women's center and health service, small classes, less fearsome financial worries, a closer student body and a teaching faculty—and the benefits of Columbia University—the libraries, the scholars, the research facilities and the name. Barnard is experiencing the best of all possible worlds. In fact, some people, namely those in Columbia, seem to feel Barnard is making out like a bandit—and that they are the victims of the robbery.

This is a bit of an exaggeration. When Columbia speaks of a merger between Barnard and Columbia College, the Columbia administration is confident of all the money which will be saved, but in a complete faculty and administrative fusion—not to mention "increased coordination," "departmental integration," or whatever pet phrase one adopts—the extra dollars would be a drop in Columbia's bucket.

When Barnard's President Martha Peterson signed the Barnard-Columbia Agreement in July 1973, she did a great disservice to the Barnard faculty. Under the Agreement, Barnard tenure decisions are made by a five-person ad hoc committee convened by the Executive Vice president for Academic Affairs (Theodore deBary). Only two of the five members are Barnard faculty; the rest are from Columbia. With the tenure committee's membership lopsided in favor of Columbia and the members appointed by Columbia in the first place, the University may be said to effectively control who at Barnard receives tenure.

The situation is complicated by each Barnard department's idiosyncratic relationship with its brother department at Columbia. This directly affects

any given faculty member's understanding of the merger situation. Some departments are almost completely merged, and some, as Barnard Professor Hester Eisenstein expressed it, have a "fifty year tradition of war."

While President McGill expresses at every crook in the road a desire to take over Barnard, there is reportedly a significant percentage of the



Leroy Breunig, Interim President of Barnard 1975-76.



Columbia's President William McGill.

Columbia faculty who support and sympathize with Barnard, but who for obvious reasons have chosen to remain silent.

A letter circulated among the Barnard departmental chairmen was submitted to Low Library. The letter expressed a desire for cooperation with Columbia, but not merger. The sentiment of the faculty members who signed it was that Barnard has been cooperating with Columbia, and would now like to see more cooperation from across the street. Barnard has begun increased cooperation by the institution of a new Faculty Planning

Committee, which will decide family cuts, and by a greater use of attrition, but Columbia's main cooperative effort seems to be a continual call for more cooperation.

Every constituency has a unique conception of the solution. The views of the Columbia administration are reflected in the opinions expressed by Columbia College students, whose two echoing remarks are, why is Barnard so snobbish and separatist, and why don't Barnard and Columbia just merge and put an end to it all?

It should be remembered that only Barnard is acting in the interest of Barnard. Dean Peter Pouncey's concern when he proposed a reorganization of the undergraduate divisions was valid; he is dean of Columbia College, and that College is his priority. He can't be blamed for wanting the best for Columbia College students.

The University is interested in perpetuating the University, and Barnard finds itself in an inside-outside position. If this were a unified University, the Columbia College faculty would not have voted to admit women; McGill would not allow this infighting in the University. Our faculty should not feel defensive, and neither should we. Cooperation cannot be effected through one member's efforts.

## Part II

The history of the Barnard-Columbia relationship presents us with a paradox as well as an irony climaxing in the present situation. The irony lies in this—that Columbia called Barnard into existence through its refusal to admit women; but now that Barnard is alive and thriving, Columbia is calling for a merger—it is anxious to have women undergraduates.

The paradox is found in the growing rapprochement between the two schools, along with an increasing independence on Barnard's part. At Barnard's inception, its classes were totally separate from Columbia's, but it was dependent on the University for its academic integrity. As Barnard's academic strength and identity grew it was able to rely more and more on itself. It was also able to engage in joint efforts with Columbia, drawing

# A Commonsense Approach to Safety in the City

by Dorothy Glasser

Your aunts, brothers, and cousins seemed neither impressed nor proud, but rather shocked, that you're going to the "Big Apple." Those of you who have made it here will be glad you did—here there is never a dull moment. However, as in any big city, New York has a crime problem. Contrary to the opinion of your relatives, our crime problem is by no means the worst. According to the F.B.I.'s 1975 figures for the seven major crimes (murder, rape, aggravated assault, burglary, larceny, theft, motor vehicle theft), New York ranks 18th in crime out of the twenty-five largest cities, with Detroit, Washington D.C., Philadelphia, and Miami topping the list.

Though you shouldn't let all the scare stories you've heard back home deter you from exploring New York, there are some common sense guidelines you should follow. **Do not make yourself a target.** This does not mean you should cultivate paranoia, but it does mean you should be aware of the possible problems you may encounter, such as suspicious persons, questionable actions, and dangerous conditions. These situations can be avoided. The New York City Police Department suggests these precautions:

**Cash**—Do not display large amounts of cash when making simple purchases. Try to carry only the cash you need to get by on.

**Purse Snatch**—Hold your purse close to your body. If it is snatched, let it go. Do not try to fight to hold on to it. You may be injured in doing so.

**Mugging**—If someone confronts you with a weapon and demands your money, comply. Observe as much as you can about the person and report the crime to the police by dialing 911. The Police Department is not advocating that you surrender to every criminal, but that you use your head. If it looks like you may be injured, do not resist.

**A Real Steal**—No one is going to offer you something for nothing. Do not make any purchases from people who approach you on the street. Unless you have a sales receipt and an address, you're going to be plain out of luck if you get stuck.

In exploring New York, I have discovered that it is always helpful to be sure of your subway, bus, or foot route before hand. The Transit Authority supplies all the information you need. Just call 330-1234, or ask for a free MTA map at any token booth. Try not to explore new sections of New York on your own. If you must, ask questions—whether you are going to Chinatown, the Village, Sutton Place, or the Bowery, someone who has been there before can tip you off on what to enjoy and what to avoid.

In the immediate Columbia University neighborhood, be wary of the side streets along Broadway. Never walk through Riverside or Morningside Parks alone at night, but do, by all means, become familiar with the Columbia environs, alias Morningside Heights, by exploring during free afternoons. You will begin to recognize shopkeepers and neighborhood people, and will find a genuine, friendly community spirit. You may just end up writing home to say that New York is not a cold, unfriendly, vicious city after all.

# Cuba: Castro's Deception

by Maria Alonso '80

It has been 17 years since the Communist takeover of the Cuban government, led by Fidel Castro. The changes made during this time have been felt by an entire population, for the new doctrine has succeeded in affecting all aspects of Cuban life.

Before the communist revolution in 1959 Cuba enjoyed the status of a democratic republic supported by a constitution. In 1902 the Cuban people saw the realization of the dream that

*Maria Alonso, Class of 1980, lived and studied in Cuba until 1969, when she came to the U.S. as a political refugee.*

had led to the revolutionary war of 1868. It had been a long wait, but once free from Spanish domination the Cubans could establish an independent government that would see to the needs and wishes of its people and would guarantee the freedom that had been denied for so long.

By 1959 the idealism of the young republic had been somewhat overshadowed by the politics of the time. The people again looked for change, for a renewal of old ideals and principles under the democratic system. The leaders of the Revolution of 1959 succeeded in deceiving the Cuban people.

Today Cuba no longer enjoys the prosperity it once had under the free enterprise system. Even food when available is rationed. And with the elimination of personal incentive every Cuban is forced to work for the benefit of the State. He is told that all his efforts must be geared towards the Communist Party's aims. Every step of his working and social life is planned and controlled by the government. Those who do not conform to the system are put in prison camps under inhuman conditions that can destroy a man's self respect.

But what perhaps has hurt Cuba the most has been the indoctrination of her children. Education is free now, but it is not an education. The right to examine and ponder on the ideas, opinions and conclusions of other men, to come in contact with other worlds, and more importantly, to draw their own conclusions and live for their ideals, has been denied to Cuban children.

## Emergency

### Phone Numbers

- New York Women Against Rape ..... 877-8700
- Sex Crimes Analysis Unit, N.Y.P.D. .... 233-3000
- Women's Counseling Project at Columbia..... 280-5113
- St. Luke's Emergency Room ..... 870-1811
- Barnard Health Service ... 280-2091
- Rape Hot Line..... 233-3000
- Police Emergency Number..... 911
- 26th Police Precinct..... 678-1311
- Transit Authority Travel Information ..... 330-1234

## Staff Meeting

The first staff meeting of the Barnard Bulletin will be Wednesday, September 8th, at 12 noon in the office, 107 McIntosh. Articles will be assigned to all enterprising students.

# Orientation: Both Sides Now

by Carol M. Hodgman

"Way back" in '74 when I was a freshman, before I became the "omniscient" Barnard orientation coordinator, I felt all my insecurities were peculiar only to me. My small hometown in Massachusetts did little in preparing me for the "Big Apple." Most of my friends thought I was crazy to go all the way to New York City when I had so many fine schools to choose from in New England. All the same, my excitement could hardly be contained. The five hour drive seemed to take five years, not to mention that night in the hotel.

The next morning, I had wanted to be at Barnard by 9:15—not the first student to arrive, mind you, but early enough to find my way around before the mob scene. Well, my family failed to change their whole lifestyle for me. We arrived promptly at the Barnard Gate at 11:30. Triple parking seemed to be the way of life in New York City! First to Barnard Hall to register and receive my packet, then to Reid Hall for keys, and on to 804 Brook—my room for the year. After hearing my three older sisters' scare stories, I felt

my room was more than adequate. The Columbia sponsors could not have been more helpful—at a word they might even have unpacked all my belongings! (So THIS is Columbia!) My mother and sister insisted on putting away all my things. It was probably one of my last concerns, among all the excitement. Every ten seconds a fellow (?) floor member stuck her head in the door to say hello!

Next, to the bank to open an account, then to local eatery, though food could not have been further from my mind, and finally back to Barnard. The police were moving-on the triple parkers, namely my father, and I had to get inside to see about a meeting I was afraid I had missed. The good-byes were awkward, but the policeman facilitated that!! Back inside I had indeed missed a meeting—and with my adviser at that! The sponsors told me not to worry; there would be plenty of time to see my adviser later.

Back up to 804. My roommate arrived about five minutes later. We got along very well together, especially since we both needed someone to talk to at that moment.

Orientation, to my mind now, was probably the fastest 3½ days of my life. About three of us from my floor stayed together. Most memorable are perhaps the social events at night. For instance, at a Carman Party I remember the scare I had when a freshman football player asked me if I had read the first twelve chapters of *The Illiad* for C.C.!! I had never even received the reading list let alone even heard of Contemporary Civilization! The late night champagne and cheese event proved to be more interesting as the "champagne" flowed more freely with each passing hour. The Casino Night was very exciting; a combination of gambling, dancing, and my favorite—cotton candy! Cabaret was my favorite event. Edmonds & Curley had me rolling on the floor laughing so much, that I decided to hire them again this year as the main attraction at Cabaret '76. The Midnight Cruise with dancing proved to be an excellent climax for Orientation '74.

And so I hope will be the result of Orientation '76. Now I know why it takes ten full months to plan such a

*(Continued on page 15)*

by Lisa Anderson

by Janet Blair

by Deborah Harris

by Deborah Waldman

by Jamel Bernard

by Sarah Gold

by Dorothy Glasser

## ONE OF THESE BYLINES CAN BE YOURS!

Over the next four days you're going to learn a great deal about Barnard. And after these four days are over—you'll still have a lot more to learn. There are many complex and controversial issues at Barnard, such as the role of a women's college and our relationship to Columbia. There are many exciting people among the students and faculty. Bulletin is a sort of continuing orientation—unraveling the issues, familiarizing you with the many faces.

**You can read about all these things in Bulletin OR  
You can learn about them first-hand by joining the Bulletin staff.**

### **BULLETIN NEEDS:**

News Writers; Features Writers; Sports Writers; Photographers; Production Staff.  
Drop by our office (107 McIntosh) or give us a ring, x2119. No experience necessary.



Needless to say, we have not made the least attempt to give you an exhaustive list. These are just a few people with whom you should be in contact or whose names you will frequently hear.

**Annette Baxter's** association with Barnard extends back many years. An alumna of Barnard, Professor Baxter returned here in 1952 after receiving MA's from Smith and Radcliffe and a Ph D from Brown. She is currently the chairperson of the history department and teaches a Women's Studies course on the History of Women in America through 1890. As Adolf S. and Effie Ochs Professor of History, Professor Baxter has had a major influence on the development of feminist and Women's Studies courses at Barnard.

**John Chambers**, assistant professor of history, was the recipient two years ago of the first Emily Gregory Award for the most outstanding Barnard faculty member. He is also a member of the Executive Committee of the Barnard Women's Center. This fall he'll be teaching "War and Reform in Industrial America: 1898-1940."

# Growing Accustomed to Your Face:

## Who's Who at Barnard



**Dean of Students Doris Coster is in charge of student affairs.**

**Doris Coster**, the dean of students, has a new office on the upper level of McIntosh Center. From there she will oversee all student affairs from housing social activities in addition to functioning as a sort of ombudsman for students. Coster is herself a Barnard alumna and she welcomes visits from students (one reason for the move from Milbank to McIntosh).



**Hester Eisenstein, director of E.C.**

**Hester Eisenstein** is coordinator of the Experimental College, which is one of the few flexible areas of study in

an academically conservative college. In the EC, you can be free to do a project on your own and receive course credit. Professor Eisenstein also teaches one of the few women's studies courses at Barnard (see the women's studies page in the catalogue).

**Serge Gavronsky**, irrepressible chairman of the French department, is also the director of freshman studies and the organizer of the Thursday noon lecture series. Among the courses he will be teaching this year are "20th Century French Thought" and "The Culture and Institutions of France."

We strongly suggest you visit **Jane Gould**, Director of the Women's Center, on Barnard Day. The Barnard

Women's Center sponsor the Scholar and the Feminist, a yearly conference, and additional events of interest to Barnard women on campus. The new assistant director, by the way, is Ellen McManus, a *Bulletin* editor of only a few years past.

**Kathy and Rick Houser**, who formerly directed 616, 600 and 620, have now moved to BHR and will be in charge of housing for the great number of freshmen who reside in Reid. Their telephone number: x2128.



**The Housers have moved to BHR this year.**

**Mary Luca**, administrative assistant in the Health Service, will be the first person you see on your way to the gynecologist, psychologist or to a physical, even though she might only send you first to the registrar to fill out the right form.

**Remington Patterson** is acting dean of the faculty and holds positions on important tripartite committees such as the Coordinating Council and the Committee on Instruction. A friendly, soft-spoken man. Patterson is also a professor of English.

**Inez Reid** was last year's recipient of the Emily Gregory Award. Reid, associate professor of political science, is also the executive director of the Black Women's Cultural

Foundation in Washington, D.C. and she has been to Africa on a study for African rural development programs.



**Inez Reid, Professor of Political Science**

**Jeanette Roosevelt** is the coordinator of the Program in the Arts, an interdepartmental major for women interested in the performing arts. She also teaches "The History of Dance" (Dance 65, 66) as well as modern dance, tap, and relaxation in the phys. ed. department. Her warmth and geniality recommend her as someone worth knowing even if you've never danced a step in your life.

**Esther Rowland** is Barnard's pre-professional advisor. In a *Bulletin* interview last year Rowland said that she sees her role as "a coaching job," helping professional school applicants formulate "strategies of application." She also writes recommendations for these women and counsels rejected applicants concerning alternate careers. She can be contacted in the Dean of Studies Office, 105 Milbank, x2024.

**Barbara Schmitter** is the dean of studies. Her office should not be confused with the dean of students office. Dean of Students Doris Coster oversees student affairs, such as housing and activities, while the dean of studies office might be described as an office of academic affairs. Here you will see your class advisor and try to squeeze out of academic dilemmas through the loopholes. It often helps to go straight to the horse's mouth, but be persistent; Dean Schmitter is busy, and it's sometimes hard to get in, although she'll be helpful once you do.

**Ted Stock**, Director of Financial Aid, has personally bailed this reporter out of numerous impossible situations that other officials have gotten her into. If you keep the office of financial aid well-informed and fill out the right forms at the right times, you should find they'll do everything they can to assist you.

## We Proudly Present . . .



Housing is looking up, and it's about time. **Joanne Lorange**, the new housing director, believes in listening to angry students, and we think that's a healthy attitude—and a welcome change. Lorange graduated from the College of St. Elizabeth in New Jersey with a degree in fine arts and received an M.A. from Teachers College. She has held administrative positions at Richmond College on Staten Island and at Teachers College, taught

design in an Upward Bound program and exhibited on her own, worked with blind students at Richmond, and done birth control counseling and abortion referral. And yes—she has had experience in housing.

**Jon Reardon** is new at Barnard as is his position, that of assistant to the dean of students. He comes here from New York University where he was a graduate assistant in the office of student affairs while completing a masters in student personnel. Jon defines his role as two-fold. One facet is responsibility for McIntosh Center which he would like to see better utilized by residents and even faculty and administrators. Until now McIntosh has been mainly a center for commuters. Secondly, he will be responsible for student activities. In this area he would like to see better coordination with Columbia's Board of Managers to avoid conflicts in scheduling and produce a

balanced program of activities on both campuses. Jon would also like to see his office become a resource center for students who are planning social functions. Finally, he stressed the fact that all the new members of the dean of students' staff "intend to work closely together" to make the new college activities organization a success.



**Jon Reardon relaxing on Altschul Plaza.**

**Debbie Smith** says her new role as resident director of Plimpton presents a "challenging position for me . . . I look forward to establishing real, positive relationships with students and staff." She and her assistants, Melanie Schneider and Ginger Chupa (whom Smith terms "very down-to-earth and dependable"), would like to create a "new atmosphere and attitude towards Plimpton." Smith will seek input from students to find out what their needs are and help Plimpton become a "foundation point for living out in the world" in any living environment.



**Plimpton Director Debbie Smith.**

Janet Blair  
Editor in Chief

Sarah Gold  
Assistant Editor

Lisa Anderson  
News Editor  
Jami Bernard  
Production Manager

Debby Waldman  
Business Manager

**News Writers**  
Sydney Coale  
Jill Cournoyer  
Dana Delibovi  
Dorothy Glasser  
Debby Harris  
Kay Pfeiffer

## Ragamuffin

by Jami Bernard

**Howwid narrowly escapes loansharks.**

Quitting a summer job is harder than finding one. My parents' ruthless demands to dust the furniture drove me to pack my bags and become self-supporting; landing a job thereafter was a simple matter of nodding my head vigorously to all questions asked at interviews, except for the question, based on my twenty-ish appearance and the suspiciousness of applying for a job in June, of whether I was a student.

There are jobs to be had, but not for college students who inevitably give notice in mid-August. A student in search of a summer job must be prepared to lie effectively, which is not too difficult, but the student who likes her boss and wishes to keep job options open for, say, Saturdays, must think up a durable excuse.

Surprisingly, I found I enjoyed my job typesetting pornography 50 hours a week and I genuinely liked Evil Frank, my boss. I realized I would have to build my story up over the weeks since I hadn't decided on any definite grounds for leaving, such as pregnancy or swine flu. The mornings I came in hung over from the wild exigencies of the night before, I confessed to Evil Frank my alcoholism and drug addiction; any noticeably glum moods I put down to certain mental disturbances and imbalances resulting from childhood trauma. Mysterious visits to the doctor betokened mysterious ailments; sleepless weekends in Massachusetts involved underhand business dealings.

Eventually my passion for overtime hours became the theme of my two-week's notice—I owed money. Great, huge sums of money, an undisclosed amount lurking way up in the

*(Continued on page 15)*

## Head in the Sand?

You will often hear that college is not the "real world," that the leaves of ivy hide an ivory tower detached from earthly cares whose top is in the heavens.

To be sure, Barnard is not the workaday world of business or blue-collar jobs. This is a far cry from the world of war, catastrophe, famine and grief. You need not, however, remove yourself from that world, from caring about it and acting to change it.

But we would all rather draw boundaries around ourselves and say, "This is my world; I will move only within these confines." From a practical point of view, we can really only deal with a small segment of the world. What counts is to seek out all the opportunities that world presents.

Barnard is such a small world, a rather pleasant and even cozy one, where you can crawl into a little niche and gently be lulled through the next four years, never making contact with people, never encountering ideas and never confronting yourself.

That would indeed be an ivory tower—but it is not what Barnard is about. This is a vital place, in the sense of being alive.

We are not ostriches here with our heads in the ground, shielding our eyes from sights we cannot bear to see. On the contrary, you should leave here four years from now with your eyes having been opened and your perspective enlarged.

This will not happen, however, if you don't open yourself to your environment. Don't narrow yourself to an identity as a biology student, a pre-law student—or, for that matter, a student.

You have to exert yourself, make an effort, and you cannot be challenged if you do not challenge yourself. It is here, that Barnard and the "real world" mesh. If you don't learn to float here, you will drown out there. And it is not a 4.0 index that will be the indicator of your success, but something intangible that you must sense in yourself, a readiness to meet whatever you might encounter and the assurance that you can deal with it successfully.

—Janet Blair and Sarah Gold

### Opinion

The supporting staff members of District 65 at Barnard have been negotiating a new contract with the College since May. The College has threatened to cut off certain unspecified benefits unless a contract is signed soon. We are asking for a wage increase, a cost of living rider, increased sick leave and tuition benefits, increased employer contribution to our health plan and

some provision for job security. The College's latest offer of a 4½ percent increase was rejected. The faculty and administration recently received a 6 percent increase along with increased health benefits, and the rate of inflation alone is 6½ percent.

The services provided by the supporting staff are vital to Barnard; every office from housing to financial aid will be affected if the

workers are forced to strike. The Barnard supporting staff, most of whom are women and some of whom are alumnae, have raised the question of why a college, founded to educate women and dedicated to the quality of women's lives, should treat its supporting staff in such a discriminatory fashion.

The Negotiating Committee,  
District 65





Since Barnard last heard from the Bulletin—Spring Festival in April: Barnard Bear on the loose, above right; Beryl Kaplan '76, Women's Center Auctioneer, below; Graduation '76 above; Tall Ships on the Hudson River, far right; McIntosh Center undergoing repairs, lower right.



Photo courtesy of Columbia Spectator



# Notes from Undergrad



## by Mary Ann Lofrumento UNDERGRAD WANTS YOU

We want you to join clubs, attend events, read the **Barnard Bulletin**, vote in the elections, and know what Undergrad is and how it serves you.

### You are a Member

Undergrad is the nickname for the Barnard Undergraduate Association. Every student is a member and contributes \$30 (included in your tuition) to the student activities fund. The purpose of Undergrad is the guarantee of student rights and promotion of student responsibilities. Undergrad is considered the spokesman of the students, voices policy change suggestions and coordinates student interests with those of the faculty and administration.

### The Undergrad Board

The Undergrad Executive Board is composed of four officers. This year they are President Mary Ann LoFrumento, Senior Vice President Suzanne Bilello, Treasurer Enid Krasner, Vice President at Large Laurie Ruckel. The Board's purpose is to formulate Undergrad's policy on major questions; to ensure that the students are fairly represented to the faculty and administration; and to allocate funds to all Barnard clubs, organizations, and publications which request them.

### The Tripartite System

Barnard's college government is organized using the tripartite system. This means we have students, faculty, and administration serving jointly on several committees. Some committees are briefly described at the end of this article. For further details please consult your "Guide to Barnard." If you are interested in working on any

of these committees please come visit our office, 101 McIntosh, or call us at x2126.

### Something for Everyone

There are so many different social clubs, political groups, religious organizations, athletic clubs and

teams, and student government committees at Barnard that everyone can get into something. These clubs are described by Robyn Grayson on page 16. For further information contact C.A.O., upper level McIntosh.

### You Can Start Your Own

If you do not find a club or organization that fits your interest you can start your own. The guidelines for setting up a Barnard club and receiving funding from Undergrad are available in the Undergrad office.

### Barnard Needs You

Your support of Barnard clubs and organizations shows your support of Barnard. Barnard is a special place and we at Undergrad want to keep it special and independent. By making our clubs strong and active we are showing the Columbia community that

*(Continued on page 14)*

"Cousin Cousine is quite possibly the most accurate representation of happy, healthy sensuality I have seen on film." — John Simon, New York Magazine

"Cousin Cousine sets the screen awash with human juices. The stars are sublime, the movie glows. You will be indecently delighted."

— Frank Rich, New York Post



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# 'Peculiar Institutions': Inaccurate Picture of Sisters

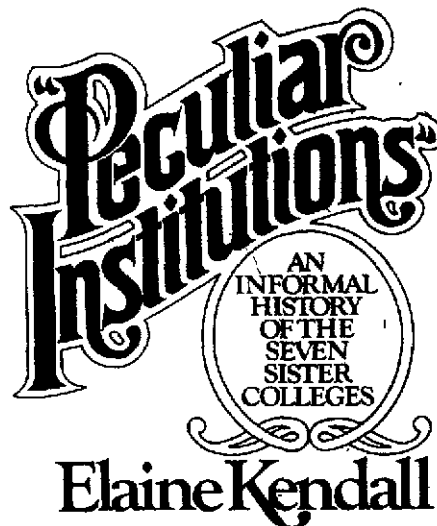
by Margaret O'Connell

Women's colleges have been the subject of considerable controversy lately on Morningside Heights, due to the demand of various interested parties who would like to see them become coed in one way or another as soon as possible. But as Elaine Kendall's books, *Peculiar Institutions: An Informal History of the Seven Sister Colleges* (G.P. Putnam's Sons, \$8.95), shows, controversy is nothing new for institutions of higher education designed for the female scholar.

In fact, in the light of conventional 19th century assumptions about the "woman's sphere" (the kitchen and nursery) and the widespread belief that education was likely to prove fatal to both a young lady's marital prospects and to the young lady herself (the female body was thought to be too frail to withstand the rigors of study), it was almost a miracle that any of the Seven Sister Colleges were founded, at all—especially when you consider some of the people who did the founding.

Matthew Vassar and Sophia Smith, who provided the funds for the colleges bearing their names, were both eccentric philanthropists who really wanted to perpetuate their own memories by using their money to endow conventional institutions like a hospital and a school for deaf mutes. Only the persuasions of forward-looking friends induced these two conservative egotists to lend their money and their names to such an experimental endeavor as women's education. At the opposite end of the spectrum, Henry Durant, founder of Wellesley College, was so determined not to publicize himself through the school that he would not permit a statue, portrait or building commemorating him on the premises. Durant had only the most elevated of motives for founding a college. He wanted to glorify God as spectacularly as possible and decided that a women's college with a strong physical resemblance to the Taj Mahal and an entirely female faculty and student body who were all fervent evangelical Christians was the best way to do it. Add to this odd assortment a genteel schoolteacher named Mary Lyon, who

raised most of the money to open Mount Holyoke Seminary by traveling around New England collecting contributions from sewing circles and missionary societies in a green velvet bag, and it's obvious that the first four of the Seven Sisters were



"peculiar institutions" indeed, if only by virtue of the unusual ways in which they came into existence.

The founders of the remaining three Sisters are not noted so much for flamboyant personalities. But the hole-and-corner methods which the Society for the Collegiate Instruction of Women was forced to employ in order to establish any sort of connection between Harvard University and what was later known as Radcliffe College demonstrate the thin line between tragedy and farce, in view of the way Radcliffe has been almost totally absorbed by its once unwilling partner in recent years.

Columbia's stubborn determination to keep its classrooms uncontaminated by women while grudgingly granting degrees to the few females who managed to pass final exams—based on lectures they had not been allowed to attend—seems doubly absurd, since Columbia College has been trying to force full integration with Barnard.

This is particularly ironic in view of the fact that Barnard was founded largely through the efforts of Annie Nathan Meyer, a dissatisfied former student in the University's special non-program for women. In comparison

**McAC**  
**Welcomes**  
**Freshwomen**

To Freshwomen and Transfers:

The McIntosh Activities Council (McAC) would like to extend a hearty welcome to you. As entering students, you are probably filled with great expectations about your prospective fields of study. We hope your goals at Barnard will be fulfilled. As you become aware of the school's varied activities, many of you will discover McAC's wide range of productions and activities. We hope you'll choose to participate in them.

McAC is a student-run organization under the guidance of Dean Doris Coster. We coordinate most on-campus programming at Barnard, particularly those events directly connected with McIntosh Center. The Council consists of an executive board and seven standing committees: arts and literature, commuter actions, film (Zoopraxinoscope), recreation-ski, social events, student-faculty and lecture series.

Even if most of your energy is spent on academics, McAC encourages your participation in all of our social activities. Your involvement is essential in order to insure the most exciting and stimulating campus atmosphere. As freshmen and transfers with diverse backgrounds, you have a great deal to offer us.

If you'd like to know more about McAC, come see us on Barnard Day, September 7th. We will be in McIntosh from 10 to 12. Or visit us during our office hours in 208 McIntosh Center.

Yael Septee  
President

with these suspense stories, the founding of Bryn Mawr by Joseph Taylor, a Quaker doctor and businessman distressed by the unladylike treatment of female students at the few men's institutions which then admitted women, seems almost commonplace, though Kendall has managed to dig up some interesting details about that, too.

Kendall's book is entertaining and interesting—on the surface, that is. Unfortunately, it is also incomplete and riddled with exaggerations and inaccuracies. The list of erroneous

(Continued on page 16)

# The Approach-Avoidance Conflict

(Continued from page 4)

closer without the fear of being absorbed. A look at this history (which is related in **A History of Barnard College**, by Marian Churchill White, 1954) will place the present in perspective.

Barnard College is named for Frederick A.P. Barnard, who became president of Columbia in 1864 and whose dogged persistence in favor of women's higher education finally resulted in the founding of the College.

The original agreement set up Barnard as a financially independent institution. But Barnard students took the same examinations as Columbia undergraduates and all courses were taught by Columbia faculty. These two steps were taken to guarantee the academic integrity of the women's school. A new precedent was set, however, in 1890-91 when Emily Gregory became the first "Professor in Barnard College."

"While Barnard's connection with Columbia was a source of great strength, it also, inevitably, introduced complications," writes White. Dean Emily James Smith Putnam, with the solicitous friendship of Columbia President Seth Low, tried to balance independence and coordination. On the one hand, Barnard began to develop courses not taught at Columbia and hired some distinguished members for its faculty, and on the other, Barnard seniors were allowed to attend science lectures at Columbia.

The year 1900 was a turning point with the signing of an agreement by Putnam and Low to further resolve ambiguities in the dealings between the two schools. Barnard became a full-fledged branch of the University while still retaining its own faculty and dean.

Nevertheless, Barnard's function as a women's college was still not clearly defined. In 1908, Acting Dean William Tenney Brewster stated, "A good many of us are in doubt as to what Barnard College as an institution for the higher education of women is supposed to be doing." The committee

set up to study the problem concluded that "the higher education of women need not necessarily proceed along the same lines as that of men." Barnard's growing self-assurance now allowed divergence from the Columbia curriculum; it was no longer necessary to be so dependent on the University for academic integrity.

In 1952, Dean Millicent McIntosh was given the title of President of Barnard College. According to the petition of the Associate Alumnae, this title would "emphasize Barnard's position as an independent women's college eithin the University." The title was formalized in an agreement superseding the 1900 agreement on Barnard-Columbia relations.

In 1969, talks began which led to the adoption of the present agreement, signed in 1973, between Barnard and Columbia. A main reason for the talks was a financial imbalance resulting from the cross-registration without charge, which caused what McGill termed an "implied subsidy from Columbia College to Barnard." **Bulletin** articles of the time are filled with familiar quotes from familiar people. McGill declared, "My hope is to press for a closer relation between Barnard and Columbia by developing very close ties between the two faculties," though he was "fully aware of the need to maintain Barnard's identity." In 1973 Dean of Columbia College Peter Pouncey was already calling for admitting women to Columbia and stated that "the agreement is a generous gesture on the part of a large university to help a small insitution." After the signing of the agreement, Leroy Breuning, then dean of the faculty, said, "Henceforth the word merger is taboo."

Well, the word merger has again been spoken and the story has not ended. Yet another agreement is in the making and there is no reason to believe that it will be the last.

The Barnard-Columbia relationship has evolved over the years reflecting the needs and desires of students and faculty and financial constraints—but also society, changing views on women's education and education in general. As long as these factors continue to change, the Barnard-Columbia relationship will need to be continually redefined. ●

# Notes from Undergrad

(Continued from page 12)

we are a strong and active college and that we wish to remain so.

## And It's Fun

Joining in is fun and gives you those needed breaks in your academic schedule. It also adds to the total Barnard experience. It doesn't matter whether you are a pre-med or an art major, you can broaden and expand your interests. If you are a freshman—get an early start. If you are a senior—it's never too late. Undergrad wants you to get involved.

## THE COMMITTEES

**The Coordinating Council:** promotes the successful operation of the tripartite committee system by referring matters to the appropriate committees and serves as an advisory and information board for the president of the College.

**Admissions and Recruitment:** The committee shall study and make recommendations to the director of admissions and the director of public relations on admissions policies, publications, procedures, and student recruitment.

**Budget Review:** Makes recommendations to the president on allocations and priorities in the College budget for the ensuing fiscal year.

**Financial Aid:** Recommendations on all matters affecting financial aid policy.

**Health Services:** Recommendations on all matters affecting health services policy, including recommendations for new positions.

**Housing:** Recommendations on all matters affecting housing policy as it pertains to the definition of housing classification, the procedure for admissions to housing owned, operated, or contracted for by the college, the expansion and use of housing facilities, and the interpretation of housing policy.

**Instruction:** Jurisdiction over all matters affecting educational policy, including curriculum, requirements for the degree, examinations and curricular relations with the various faculties of Columbia University.

**Orientation:** Shall initiate, plan, and coordinate all aspects of the Orientation program and shall publish a detailed report of its activities, including a financial statement and program evaluation. ●



# Mattfeld Writes Letter to Students and Faculty

(Continued from page 3)

would do an intensive investigation over approximately six weeks and then recommend to each institution what steps would need to be taken in collecting the kinds of data each would need to do single or joint planning.

Mr. McGill and I met, discussed the letter, and he agreed that it would be essential for me to meet with the full Board of Trustees of Barnard to determine their intentions for the College's future. Subsequently, the Board did meet with me for one full day and one morning, and at the conclusion of the second day's meeting unanimously passed the resolution (to be published next week).

Mr. McGill also expressed willingness to join in seeking the services of outside planning advisers. I proposed in my letter six possible persons from whom we might choose a group of three or four, and I asked him to suggest anyone he would prefer or think better prepared for such a task. He had no suggestions. The Ford Foundation—with whose officers I had discussed a small grant to assist me with setting up the long range planning for Barnard and other preparations for my assuming the presidency—was interested and agreed to underwrite the cost of a "Planning for Planning" project initiated by Barnard with Columbia's cooperation and participation. They asked only for Mr. McGill's written concurrence, and for evidence that the persons selected to work as consultants had accepted the charge.

Mr. McGill telephoned his approval to Mr. Peter de

Janosi, the Ford officer in charge, and I was able to write Mr. de Janosi that three of the four people I then asked to work with us had agreed to accept the task and begin work immediately. These were Dr. Mary I. Bunting, President Emerita, Radcliffe College; Dr. John Millett, Senior Vice President and Director, Management Division, Academy for Educational Development; and Dr. George B. Weathersby, Associate Professor, Harvard University School of Education. The fourth, Dr. Earl Cheit, Dean, School of Business Administration, University of California at Berkeley, said he was too busy to work on our assignment at this time, but would serve as a critic and commentator on the work of the three. Although they had only verbal and not written confirmation from Mr. McGill of his willingness to join in the study, the Ford Foundation authorized me to tell the consultants to proceed. Vice President Young, Provost deBary and Mrs. Morse, from Columbia, and Mr. Abbott, Mr. Breunig, Mr. Patterson and I, from Barnard, met as a group with the consultants on their first visit. During the next several weeks the three visitors read materials prepared for them by Columbia and Barnard, and returned to each campus to interview separately Mr. McGill, Mr. Fraenkel, Mr. deBary, Mr. Carter and others they suggested. During the same period they met with representatives of the Barnard Faculty Executive Committee and Planning Committee as well as with the deans and the administrative department heads of our College.

See Sept. 13 issue for the conclusion of Mattfeld's letter.

## Class of 1980

(Continued from page 7)

program. Before we could even begin to order 7,848 cans of beer, or 300 lbs. of potato chips and pretzels, or 450 gallons of soda, we had to pick our committee of 15 from all four divisions. Then all of us in turn had to interview for the sponsor positions.

Letters to professors, letters to administrators, letters to parents, sponsors, freshmen, transfers, and then some. Contracts to bands, Circle Line, agents, food companies, equipment suppliers, dancers, food services, paper companies. A trip to Washington D.C., for a five day student entertainment convention. Planning and more planning. How many "preliminary" schedules? Oh, at least seven or eight, then three or four "composite" schedules. Room requisitions, housing, sponsor schedules, confirmations, Columbia University Security, and the New York City Police Department. Now, finally, the entire committee is moving into '620' to put on the finishing touches. Will ten days before September 2nd be enough?! Since this article will be printed before you have experienced your own Orientation, I will let you be the judge of that!

## Ragamuffin

(Continued from page 10)

thousands. (Well, college is a financial drain, after all.)

Evil Frank hardly batted an eye as I spun out my tale of grief and distress, admitting my dependence on . . . I had to think quickly . . . to whom did I owe this great debt? Parents? Friends? And then it came to me in a flash of inspiration and implausibility. Loansharks.

My life was in danger. At the mercy of cutthroat loansharks, with chapters along the Eastern Coastal region. And I was going to escape their grasp by moving to Massachusetts where my friend, the international jewel thief,

would pay off my debts and get me a job in a distillery. Fortunately for all concerned, this jewel thief would drive me back to the city on weekends, so I could continue at my present job on Saturdays.

Evil Frank offered me a 25 percent raise. "I cannot be bought," I said nobly, inwardly toying with the idea of leaves of absence and tripling overtime hours. He wrote out my last check, including an extra day's pay, sighed and expressed hopes that I'd get my head straightened out.

Survival now will be a risky business. At least until next Saturday.

## Straight Talk About Safety in Morningside Heights

Tuesday, September 14th, 12 noon.

James Room, Barnard Hall

Sponsored by the Women's Counseling Project  
and the Barnard Women's Center

# Calling a Club a Club

by Robyn Grayson

While becoming acquainted with the Barnard community, don't overlook the great variety of clubs and organizations on campus. There are over 50 clubs and activities registered with the College Activities Office (CAO) including various publications, organizations devoted to sports, dance groups, political, ethnic and religious organizations and clubs in one's major field of study. In other words, Barnard has something for almost everyone who would like to be involved.

If you find that your area of interest has been neglected, it is easy to start a valid organization by following a few guidelines set up by Undergrad, the student government. For more information, the offices of College Activities (206 McIntosh, x2096) and Undergrad (101 McIntosh, x2126) will be happy to assist you.

The following is a list of clubs and organizations registered at Barnard:  
**McIntosh Activities Council (McAC):** organizes dances, film showings, poetry readings, lectures and trips.

**Women's Collective:** coordinates women's political, educational, and social activities on campus.

**Barnard Bulletin:** "Barnard's weekly news magazine."

**Mortarboard:** the Barnard yearbook.

*Robyn Grayson (B'76) was senior vice-president of Undergrad for 1975-76.*

## Kendall

(Continued from page 13)

statements about Barnard alone is disturbing, long and far from insignificant.

Kendall starts making mistakes right away in her chapter on the founding of Barnard. According to her, Annie Nathan Meyer raised the money to found the college virtually singlehandedly by riding around New York City on her bicycle and charming prospective benefactors with the petite prettiness that led many of them to initially mistake her for a neighborhood child come to visit.

It may be amusing to picture the "founder-bride" (Kendall's description) being offered milk and cookies by prominent New Yorkers, but

**Crafts Co-op:** provides the opportunity to master numerous crafts and skills.

**Recreation and Athletic Association**

**Upstart Magazine:** journal of prose, poetry, photography and artwork.

**Women in Health Careers**

**Chess Club:** provides lessons and match partners.

**Barnard Rowing Club:** rows competitively.

**Barnard Riding Club:** provides an opportunity for students to master horseback riding skills.

**Anthropology Club**

**Pottery Co-op:** has campus facilities where techniques are taught by experienced potters.

**Barnard Field Hockey Club:** competes with other colleges.

**Barnard Organization of Black Women:** formed to unite Black women on the Barnard campus by providing cultural and social activities.

**Sailing Club**

**Spanish Club:** provides cultural exchange and conversation for Spanish speaking students.

**Barnard Folk Dance**

**The Dance Ensemble:** provides ballet and modern dancers with the chance to work in a group and perform.

**Barnard Bartending Agency:** holds classes in this fine art and helps find participants jobs.

**Political Science Club**

**History Majors Association**

**Economics Workshop**

**Barnard Glee Club**

**Catholic Students Organization**

Meyer's own account of how Barnard got started says a lot more about hard work than it does about picturesque bicycle jaunts around the city. According to Meyer, who ought to know, there was a lot more dull committee work and a few more people involved in the founding of the College than Kendall's romantic story would lead one to believe.

The rest of the book contains so many flippant generalizations and outright errors that the reader sufficiently well-informed to spot the mistake eventually begins to wonder if it's safe to believe anything Kendall says—particularly in the light of the author's openly stated conviction that

**Barnard-Columbia Chorus**  
**Pine Society and Asian Student Union:** present lectures, seminars and social functions for those interested in Asian culture.

**Latin American Student Organization:**

**Kadimah**

**Orthodox Christian Fellowship**

**Beacon Club:** holds weekly Bible study.

**Revolutionary Student Brigade:**

**Russian Club**

**Psychology Club**

**Caribbean Club**

**Independent Student Coalition**

**Lesbian Activists at Barnard:** holds political, educational and social activities.

**Korean Students of Barnard & Columbia**

**Barnard Book-In Committee:** community service program which acquires paperback books for distribution among city school children to stimulate a new interest in reading.

**Biology Club**

**Barnard Christian Women's Fellowship**

**Cooking & Nutrition Club**

**New World Theater:** Black theatre company

**Yavneh**

**Columbia - Barnard Democratic Caucus**

**Columbia-Barnard Opera Workshop**

**Barnard Gilbert & Sullivan Society**

**La Societe Francaise**

**Student Coalition Against Racism**

**U.S. Committee for Justice to Latin-American Political Prisoners**

**Seudot Shabbot**

women's colleges are outdated and unnecessary.

It's really a pity that Kendall didn't bother to investigate the facts more fully, even if they did contradict her own opinions. The history of women's colleges is a fascinating story, and Elaine Kendall's engagingly unstuffy style suggests that she could have made even the driest parts of it interesting to read about if she'd really been concerned with getting her facts straight and presenting the full story. Instead, she has dashed off a lively, but frustratingly incomplete and inaccurate document, which—if anyone pays attention to it—may do the Seven Sisters more harm than good.