

# Barnard Bulletin

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Barnard's Weekly News Magazine

October 18, 1976

Barnard's first Experimental College residence (below), the Paris Hotel at West End Avenue and 96th Street. The students communed on two floors of the Hotel from 1969-70 under the guidance of Kate Millett, the first Experimental College coordinator—a little-known fact.

*Through the trauma of the sixties and early seventies, into the present political campus calm, the Experimental College has endured. Despite criticism*

*and obstruction from conservative factions of the faculty and administration, despite a turnover in student attitudes and ambitions...*



Cover photos by Ellen Doherty



From 1971 until their eviction by Columbia in '74, the Experimental College students lived in the old ZBT frat house at 523 West 113th Street (below). Columbia claimed the reason for the eviction was that the university didn't want to rent to students; the building is now rented to individual students under the same conditions as it was 1971-74.

The Second Try (left), at the Schinasi Mansion at Riverside Drive and 107th Street, now "The Children's Mansion," a day-care center. Hester Eisenstein joined Barnard as the E.C. coordinator in 1970—the students lived here until '71.

*Turn to page 4 for the story*

# Jordan Endorses Carter at FBH

by Ellen Doherty

Barbara Jordan came to Columbia last week with her singularly striking voice, her eloquent words, her respected reputation. She also came to endorse Jimmy Carter, but that did little to mar the reception she received here.

This reporter is quite familiar with the "lesser of two evils" argument and laughed as loudly as anyone during the debate when the Eastern European issue arose. But it was the consensus of everyone I spoke to after her speech that it would have been more inspiring had Jordan chosen another intention than electioneering in Wollman Auditorium last Wednesday afternoon.

Still, politics aside, the Congresswoman from Texas was every bit as dynamic and eloquent as one might remember from her remarks at the Democratic National Convention in the summer.

"We are at a junction now," she said. "The people are saying something different ought to happen. I say something different **must** happen, for we have in this country leaders

who dream no dreams; they don't know how to dream. We have in this country leaders who make no music; they don't know how to sing. And yet they try to lead the people without dreams or music."

We were also treated to several tastes of the infamous Jordan wit. Before appearing at the podium, she was introduced to the audience by Dennis Quinn of the Student Democratic Committee, who made a standard disclaimer: "The views represented here are not necessarily endorsed by Columbia University."

"Of course you don't endorse my remarks," quipped Jordan, "Especially when they pertain to things like liberty and freedom and justice."

Throughout the speech, the Congresswoman was heckled by a member of the Labor Party who claimed to be running for Senate in New York. At one point, she said, "There are two vehicles in this country: there is the Democratic vehicle and the Republican vehicle—"

"And the Labor Party vehicle," the heckler shouted. "And a spare tire, full of bad air," Jordan amended.

Despite (or because of) her several calls for American citizens to "get behind the Democratic Party and Jimmy Carter on November second," Barbara Jordan received three standing ovations. It was during one of these moments, when all about me people were applauding furiously, shouting their approval and smiling in delight, I imagined a time, not too many years hence, when the buttons and posters read, "Barbara Jordan for President."

# Congress May Cut Medicaid Abortion Funds: Tues. Picket

by Maria von Salisch

There will be a demonstration to protest the proposed cut-off of Medicaid funds for abortion at the HEW office in Foley Square, tomorrow, October 19th, from 4:30 to 6:00 p.m.

The demonstration, which will include a picket line, will draw attention to the Wednesday, October 20th expiration of a temporary order barring the U.S. Department of Health, Education and Welfare from withholding the Federal funds.

U.S. District Judge John F. Dooling imposed the injunction pending the outcome of two lawsuits filed in New York District Court. Dooling will decide on Wednesday whether or not to extend the restraining order.

The two suits were filed in response to the September 30th passage of the HEW appropriations bill which includes a provision prohibiting the use of Federal funds to pay for abortions except in cases where the life of the mother would be endangered if the fetus were carried to term. One of the suits was filed by New York City's Health and Hospitals Corporation and the other by Cora McRae, an indigent mother suing as part of a class action. Both suits challenge the bill's prohibition—known as the Hyde Amendment—on Constitutional grounds.

According to the New York chapter of the National Organization for Women, one of the sponsors of the demonstration, 30,000 women in New York—300,000 across the country—obtained abortions last year paid for by Medicaid funds. The prohibition on the use of these funds, contends New York NOW, would set up "a two-class system, condemning women on Medicaid to bear unwanted children, to seek back-alley abortions, or to submit to unwanted sterilizations."

The New York University Women's Center will sponsor a rally for the demonstration tomorrow from noon to 2:00 p.m. in the Loeb student center. Betty Friedan, author of *The Feminine Mystique*, and Nancy Borman, an editor of the women's newspaper *Majority Report*, will speak at the rally.

## Election Notice!

*The Barnard Bulletin will be holding elections for new editorial positions in late November. Students who are interested should notify us at 107 McIntosh, x2119, so that they may learn about the paper as soon as possible.*

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# 'Compensatory' Ed: Committee Discusses New Directions for Women's Studies

by Syndey S. Coale

There is a new page in the Barnard catalogue this year, a page with a great deal of significance behind it. This page lists courses offered in women's studies. While not yet a full program at Barnard, it is rapidly on its way to becoming one. At present, women's studies at Barnard is termed "interdisciplinary," in other words, a student cannot, as yet, major in Women's Studies, although she can take many courses in many fields relating to the study of women.

On October 12th, the Coordinating Committee on Women's Studies, co-chaired by Lila Braine of the psychology department and Ann Sheffield of the Greek and Latin department, convened to discuss the future of the Barnard program. The committee is a regularly constituted group of professors and students currently charged with the coordinating and planning of courses in women's studies. It was formed two years ago as an ad hoc committee by the Committee on Instruction, but it has since become a permanent committee. Professor Hester Eisenstein, a member of the Committee on Women's Studies, said, "We want to plan carefully and comprehensively" before it becomes a full major; "it must offer a viable alternative" to students.

At the meeting last Tuesday, many proposals for women's studies were discussed. Nothing has yet been decided, but suggestions included a freshman introductory course in women's studies; a junior readings class or senior seminar; a possible "junior year at Barnard in women's studies" (this might include attending other schools besides Barnard); internships (such as working for NOW) and writing a senior thesis specifically on women's history.

Professor Lila Braine, a co-chairperson of the Committee on Women's Studies, feels that there is nothing to stop the gradual institution of a solid women's studies program at Barnard. The administration has been, according to sources, tacitly optimistic and approving. The students appear to have enthusiasm as well, and registration in women's studies courses is good.

In comparison with other schools,



Lila Braine, co-chairperson, Coordinating Committee on Women's Studies.

Barnard's program is fairly advanced. Some schools, however, such as Sarah Lawrence, offer master's programs in women's studies. Schools such as Wellesley and Radcliffe have large grants for research, but no real academic programs. Eisenstein expressed her belief that Barnard has "potentially one of the most exciting and innovative women's studies programs in the whole country."

Braine also referred to this potential. "Barnard is well situated—New York City is a wealth, there are so many people who could participate," she said, citing alumnae Ronnie

Eldridge of Channel 13 and author Elizabeth Janeway. Braine went on to say that "it is a pity" that we are not making better use of the special opportunities that New York offers. She stated that Barnard alumnae were among the most ardent supporters of women's studies. Because of Barnard's central location in New York, it is more accessible to its alumnae than many other schools, and this should be taken advantage of.

Those involved with the implementation of a women's studies program at Barnard have expressed a belief that women's studies is an expansion rather than a narrowing of history. Gerda Lerner, a prominent historian ('Black Women in White America'), and now at Sarah Lawrence, calls it "compensatory" history. It is in effect a tardy addition to the history most of us have learned in school, an addition that could offer new perspectives on history as a whole.

In an article in *Women's Agenda* (1976), Eisenstein said, "I think we need women's studies departments that are separate, with the power to appoint teaching staff and to offer courses. This is important for visibility, for strength and for growth. But at the same time, in collaboration with and under the coordination of the women's

*(Continued on page 14)*

## Senior Gift to Be Chosen Soon

Through the senior gift, a graduating class shows its appreciation to Barnard. The senior gift committee is now considering ideas for the gift from the class of 1977.

The class of 1976 gave money to the Women's Center for its medical and legal emergency loan fund. Suggestions for this year's gift have included money for the health service and the winter grants and internship programs. The committee is still considering other ideas, however, and urges all seniors to contribute their suggestions concerning the gift.

In addition to ideas, the com-

mittee needs people to devote time to help collect money for the gift. Other committees, such as the Senior Activities Committee, also need time and energy input from students. Planning commencement, senior week and other senior activities as well as coordinating the senior gift campaign are difficult tasks which the class officers cannot accomplish alone.

Suggestions for a commencement speaker and senior gift can be placed in the suggestion box outside the Undergrad office (which now doubles as the senior class office), 101 McIntosh, or call Pat Herring, x1728, or Ann Marie O'Brien, x1865.

# 'Reflective Learning' Prevails

by Dorothy Glasser  
and Deborah Harris

Beleagued by the conservative faction of the faculty and administration, evicted from their Columbia-owned buildings, undiscovered by the great majority of the student body and shaken by the recent denial of tenure to coordinator Hester Eisenstein, the Experimental College lives on.

The Experimental College was begun in 1969 under the guidance of Kate Millett (of *Sexual Politics* and *Flying* fame), who was then professor of English at Barnard. At its outset, a group of students lived communally at the Paris Hotel and were entitled to take one general education course within the philosophy department. This original course has since been expanded upon and is now one of the four courses presently offered by the E.C. They afford the student the opportunity to participate in projects that may either complement or contrast with their prescribed curriculum.

Bulletin spoke to Shaw Bronner '76, a member of the third E.C. domain. She warmly recalled her experience at the 113th Street brownstone: "It was a crazy house," she exclaimed, "but living with a mixed group gave me the opportunity to befriend fascinating people whom I wouldn't have met had it not been for the E.C."

The originators of the Experimental College believed that communal living would foster a "total experience" for the members of the course. "When

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'The University didn't like our politics,' Bronner said. 'I think a new lease was denied us in an effort by Columbia to phase out the last remnants of 1969.'

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Columbia refused to renew our lease," Bronner said, "everyone felt disillusioned—we lost our cohesiveness and our unity. The house served as a center, a safe place in the middle of Manhattan where we had a sense of belonging.

"The university didn't like our politics," she continued. "I think a new lease was denied us in an effort by Columbia to phase out the last remnant of '69 days. At the time, we thought that the E.C. would fall

apart without its house."

Celia Weissman, '77, presently a member of the E.C.'s student-faculty committee, said she is sad the house was lost, but said that despite this setback, the Experimental College was destined to continue because of the efforts of Hester Eisenstein. "Hester makes it work," she said. "The program wouldn't be as valuable without her. She is a wonderful person, one of the nicest professors I've met here. She is always immediately accessible and warm," Weissman continued. "We call her Hester—she's just Hester!"

Hester Eisenstein, now assistant professor, came to Barnard in 1970. Under her tutelage, students participate in Experimental College 1, 2, which is entitled Experiments In Self-Structured Learning. In this course, the student must be sponsored by a faculty member in any department of the university, and the proposed project must be evaluated by the student-faculty committee, which consists of three faculty members and four students.

Also taught by Eisenstein, Experimental College 3, is entitled Contemporary Feminist Thought. This course may eventually serve as the core course for the projected women's studies major. The fourth course is called Experimental Education, and raises questions of the 60's feminist perspective. Topics in this course include power, competition, and role-playing within social institutions.

But despite the storm of skepticism

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that has continually threatened its survival, the Experimental College remains available to the entire undergraduate population of Columbia University.

Within the rubric of Experimental College 1, 2 is the HEOP (Higher Education Opportunities Program) writing workshop. The innovative project was refused accreditation by Columbia, but was subsequently accepted under the aegis of the E.C.

Nancy Forbes, instructor of the



Hester Eisenstein

writing workshop, enthusiastically explained the nature of her class. Distinct from any other writing course at Barnard or Columbia, it changes every semester to fit the needs of the student.

One factor which does remain constant is its pass/fail mark in the writing course. Forbes considers this the major explanation for the classes lack of pressure.

"Because the workshop is not judged on a standard of one to 10 as the college demands, the students find participation very unthreatening." She continued, "to make the HEOP workshop part of the regular curriculum would give it a distance that would ruin the set-up we have."

Through the use of writing exercises, Forbes directs her students "to make distinctions between their experiences and to use language to bring them closer to their experiences, making them both far richer."

Explaining further the method of the course, Forbes said that "from the limitations that the exercises impose comes your freedom to write. It allows students to connect to the stimuli around them and write about it."

Her class of 16 students is divided into two workshops. "The groups are very nondenominational," she said, "and the exercises are designed to cross through the individual drawbacks and quirks the student may have."

Bulletin interviewed four students who are currently working on projects in the Experimental College.

Sally Mayer and Gary Pickholz, seniors, are doing projects through the Jewish Association of College Youth.

# in the Experimental College

Sponsored by Professors John Chambers and Flora Davidson, respectively, Mayer and Pickholz are legal aids working with the Jewish elderly and poor of the West Bronx.

They help their clients battle the bureaucracies of the Public Assistance, Medicare and Medicaid programs, and are able to represent them in different stages of hearings beneath the court level.

Much of their work also revolves around legislative appeal and reorganization of all laws concerning the elderly. There is a ratio of two lawyers to every one legal assistant involved at JACY. This enables Mayer and Pickholz to expand their knowledge not only through their professors here, but through professional lawyers and social workers employed by JACY.

Both students say that they have put more time and effort into this course than any other previously taken at the college. "I'm sure that all this work is more beneficial to me than to the elderly and poor that I am helping," Mayer said. She further stated, "I'm not only learning something vital, I feel like I'm doing something vital."

Robin Foster '77 is an anthropology major who wants to be a child psychiatrist. Working with Susan Saks of the education department, she runs an experimental math and science workshop for children in the second and third grades every Saturday afternoon at Barnard Hall.

Limited to eight pupils, the workshop attempts to teach the students a general conceptual feeling for natural and environmental sciences. Foster explained that "the students will acquire a new awareness of math and science and inevitably realize how they often assist each other."

It is not a remedial workshop but one geared toward group learning in a "give and take" situation. "Competition is a quality stressed in a public school, but here the ideal is cooperation," Foster said. "The mixed group that meet here work together in a free atmosphere, paced at their own speed. They are given liberties not found in other schools," she continued.

Foster dedicates approximately eight and one half hours per week to

this course. Although the education department and Experimental College are helpful with finances, much of the expenses are paid from her own pocket. "It's a matter of pride," she said. "I want the workshop to be a successful project continued after I leave."

Marcia Felth, '77, an American Studies major, said she had misconceptions about the Experimental College. She said she used to think "it was just a bunch of pottery. But I was tired of having everyone else's opinions thrown at me. I decided it was time to be creative." Felth, under the sponsorship of the Experimental College, has joined the Women's Counseling Project at Earl

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## The Experimental College:

'A haven for students in a cerebral and severely competitive educational world.'

— John Chambers

'Reflective learning demanding autonomy and self-direction.'

— Hester Eistenstein

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Hall. She works six hours a week at the project and trains as a counselor to assist women having health problems. Felth learns to aid women in crisis situations, and she is responsible for abortion referrals.

The Women's Counseling Project began five years ago when the New York abortion law changed. It started as an abortion referral service but has expanded and now handles other health problems, as well as providing short-term counseling.

"I'm learning to help the counselee to help herself," Felth said. "Once you come in contact with a person who is putting her trust in you, you want to do as well by her as you can."

I'm really excited about my project," Felth exclaimed. "It gives me the opportunity to test my capacities." Felth explained that "students in the Experimental College learn to set their own standards and succeed in self-education on a level which is not purely academic."

Like Mayer, Pickholz and Foster,

Felth puts more effort and time into her project than she has in other courses. "Where I feel I should, I do outside reading." She continued, "I get satisfaction from being creative on my own—more so than getting an A on a paper."

Celia Weissman, a religion major, wanted an opportunity to do field work. She could find no course offering in social work that would allow her to do community work, but the Experimental College provided these options for her.

"I made use of this program, and find it valuable to my over-all experience and career choice," she said. Weissman claims that her experience with the E.C. concretized her decision to apply to social work schools.

Weissman works as an organizer for "Search and Care," a program for home-bound elderly people. She spends Thursdays in Yorkville working with two clients. One of her clients, a woman in her eighties, faced a cataract operation, and Weissman was responsible for making arrangements for the operation and subsequent housekeeping for her client. "She was lonely and frightened of the operation," Weissman explained, "I was able to give her emotional support."

Besides learning how the needs of the community are met and services, Weissman said that "working with the elderly people has helped me cope with my own fears and anxieties about death . . . I would never have had this opportunity other than through the E.C."

Professor John Chambers of the Barnard history department, previously on the reviewing committee of the Experimental College, lauded its position in Barnard's liberal arts curriculum. He explained that many faculty members and administrators still see it in its old terms, not realizing how it has adapted itself to new goals and endeavors.

"I think it is a wonderful benefit for the student, as a device to test one's expectation for pre-professional work within a structure that demands performance," he said.

Chambers conceives of the Experimental College not only in terms of pre-professionalism, but "as a haven

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# Seeing Through the Daze: Graduation is a 'True Rite of Passage'

by Marilyn Merker

In response to my comment, "I still can't believe I am out of college," a 32-year-old Ph.D. graduate with two children, a marriage of nine years, and an expensive East Side apartment remarked, "I'm just beginning to consider myself an adult, and not 'just a kid' anymore." He said that when he had his first child he found it incredible that he was suddenly going to be the "big daddy who knew the answers to all the questions and could fix all the little hurts." Now, after his second child, he prides himself in knowing the right answers. Notwithstanding society's indiscriminant labeling of all 21-year-olds as adults, a 32-year-old has only just joined the ranks. A small sigh of relief escaped my lips, for I was in the throes of that slow transition from college—or more explicitly, graduation—to the acceptance of the idea of adulthood.

I had just mastered Barnard and was basking in my well constructed life, when suddenly I found myself marching to "Pomp and Circumstance." The ceremony was on a fine spring day. The sky was blue and the air was very warm. Parents, buildings, chairs, university officials, and trees were sharpened and magnified by the brightness of the morning and the tension of the impending ceremony. Dazed from exams, dazed about the reality of the present and dazed about the future, I graduated.

I was unable to comprehend that college was actually going to be over until I put on the shiny blue-grey robe, attached its collar, and properly angled my mortarboard. As much as I tried to remain calm, cynical and detached from the proceedings, I was nostalgic and awed. My consciousness

of it was appropriate to a true "rite of passage" ritual. It was then that I knew that a way of life was to be irrevocably snatched from me.

Leaving college, however, is not merely leaving behind a "way of life." It is leaving behind the mythical climax of youth for which we were endlessly preparing ourselves. We finish high school and enter the hallowed gates; we make friends, choose a course of study, and embrace the manifold meanings and actions of going to college. As far as I knew when I came to Barnard, this was my



Marilyn Merker, class of 1976.

adulthood. There was a nebulous future, but I could never quite appropriate it as mine.

Having graduated, my immediate reaction was to seek my independence. In a flurry of activity

never matched in my studying, I searched for and found a job, an apartment, new friends and new clothes. At the time it didn't seem as if I were making any decisions; I felt as if I were on a fast train moving over a route I had not determined.

Job interviews were the first novel experiences. I had never had a job for longer than three months and had therefore never placed any importance on an interview. For one thing, it hadn't mattered to me in the past what the job would be like, and for another, I had always been certain about getting the job—either I knew someone or was highly qualified (to work in a laundry?) But now I was coming face to face with people I would be working with for some time. I had to decide how I felt about them as well as the work they were asking of me.

The wierdest interview by far was for the job I have now. It was scheduled for 9:00 in the morning, the day after graduation. I had not slept the entire night, and was drunk with tiredness, the previous day's activities and a bit of alcohol. The night had been spent in tearful goodbyes to friends off to California law schools and Mexican medical schools. At 8:00 in the morning someone reminded me of my interview. Rummaging through my closet madly, I finally managed to find a wrinkled Indian print skirt and a shirt that was a close match, if you happened to be color blind, that is. At the interview I just kept my mouth shut, knowing that if I opened it I would not be in control of anything that happened to spill out. Mutely, I handed over my resume and nodded politely at the job description. When a reply was required of me, it often took me up to a minute to summon the words. The interviewer, my future boss, asked me if I wanted to be shown around. Sleepily, a "No, that's ok," escaped my lips, and I quickly gulped it down saying, "Sure, yeah." When he told me that I had the job, the only thing I could say was, "You're kidding."

Apartment hunting involved decisions—would I live alone? If not, with whom would I live? Would I live near the Columbia womb or would I

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## ASIAN JOURNAL

Writers, Artists, Editors, Typists

### HELP NEEDED!

A journal consisting of literary and graphic works will be published towards the end of this semester. If you are interested, have questions and/or want to help out, please come to the . . .

**Staffing & Organizational Meeting, Friday, October 22, 1976**

Jean Palmer Room, Upper Level, McIntosh, 5:00 - 7:00 p.m.

**FREE REFRESHMENTS**

# In Search of His Own Voice

by Janet Goldstein

Ludovic Janvier, this year's visiting Gildersleeve professor, has joined the Barnard French Department for the fall semester. He is certainly very French—a jean-clad intellectual—and confesses a lack of proficiency in English. What follows is part translation, part adaptation of our conversation, which was held in French.

Janvier's intellectual career is an ever-developing one. From the start he felt an attraction toward modern literature. Primarily concerned with post World War II developments in fiction, his early work was mostly in the form of criticism. "I tried to understand the 'modern voice' in an effort to move closer toward my own voice" he told me. Janvier chose Samuel Beckett as a starting point because "I understand him even less than the other experimenters of the time." In 1966 his first book, *Pour Samuel Beckett*, was published, followed by *Beckett par lui-meme* (a contribution to the highly respected "Par lui-meme" series) in 1969.

Beckett had found a "singular voice" ("une parole singuliere") that was not part of the traditional expression found in literature or conscious thought. "It was found only elsewhere (ailleurs), in a troubled and difficult elsewhere."

Through the critical analysis of Beckett, Janvier sought to validate his own fantasies and desires and to substantiate his own, as yet undeveloped, literary voice. From his in-depth study of Beckett he went on to study in a similar vein the "new novel." In this genre, in all of its various manifestations, it is the voice of the text that speaks, reflecting both the conscious and unconscious voice of the author and the times. Janvier was attracted by the creative process of the "new novelists"—Robbe-Grillet, Natalie Sarraute, Claude Simon, Michel Butor, Robert Pinget—but he continued to search for his own idiom—"je cherchait une propre parole a moi."



Photo by Rosemarie Fabien

## Ludovic Janvier, Gildersleeve Lecturer

This period of criticism "gave me a musical ear; it gave me a musical sense and this musical language helps me to situate myself more closely inside my own language." This awareness of his own, unique voice helped Janvier to separate himself from those who had the greatest influence on his work. He had a love-hate relationship with Beckett and the new novelists, especially because he knew them all personally: "It's always like that with one's 'papas.'" It is the fine line between the desire to imitate and recreate in their path and the desire to negate their influence.

*La Baigneuse*, his first novel, was published in 1968. Last year *Face*, his second work of fiction, was published,

which he described as "a poem in fragments about childhood, death and eroticism." When discussing the form and content of his next book, Janvier had trouble finding words to explain the result he anticipates. But he implied that it is something beyond Beckett and beyond the "new novel," that it is really "out of the world" in a most literal sense.

Janvier expressed his difficulties in looking critically at the development of his own art. To the observer, it seems clear that his early work, especially in the area of criticism, formed a period of germination and that his current work is an exploration of his own mode of thought and creation.

It follows that Manhattan is an ideal setting for continuing this exploration. Janvier, here only four weeks, finds New York "fascinating," it is "greasy, slimy, an accumulation of catastrophes, theatrical; it is full of different layers of meaning." He is amazed that the squirrels continue to move about so energetically in such a place.

Finally, it is the effect of an amalgam of "signs, sounds, colors, smells—the thriving and the barely surviving," that makes New York "so incomprehensible and so real."

Professor Janvier will give a public lecture (in English) on October 26th at 4:00 p.m. in Lehman Auditorium, 1st floor Altschul.

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## Ragamuffin

by Jami Bernard

**Howwid wonders if it's true what they say about Bulletin editors . . .**

Two years ago, when I sidled into the **Bulletin** office and shyly asked for a column, I didn't realize only lesbians wrote for **Bulletin**. Perhaps they thought I already knew, but I had only just arrived at Barnard that day and naturally, my source network was not completely set up.

Everyone else knew. They knew just as surely and intimately as they knew who was sleeping with whom in their dorm. They believed as only one can believe in historical truth. Though not wanting to be labeled heretic, I asked, "Are you sure? Is it true?" And they replied, without a moment's hesitation, "But of course, silly. Everyone knows it's true."

I then began to wonder if any non-lesbians had slipped through the ranks of the **Bulletin** hierarchy. Did one become gay through association with these journalists, or was there, somewhere in the paper's constitution, a prerequisite stating sexual preference before acceptance of articles? And what about the men of the staff? Were they homosexual or had they undergone sex changes in Sweden? Or were they just spies for the general student body?

Or maybe the popular definition of a lesbian is a woman who refuses to laud men on basis of sex, the way a bitch is someone who refuses to go out with a guy she doesn't like. In that case, it is understandable from whence this labeling arose.

Don't get me wrong—I perfectly agree that journalistic talent is dictated by sexual affiliation. Of that there can be no question. We're all experts here at telling someone's inclinations by one's writing style—there is a whole 'nother lexicon devoted exclusively to lesbians. Lesbians don't use certain prepositions or adjective-noun combinations, and every copy of **Bulletin** they distribute contains a secret potion that will turn you against your heterosexual lover if you read it. A woman's appreciation of other women, and a feminist bent to a feminist college's newspaper, both betoken acute homosexuality, to be sure.

Now that I knew the truth of the matter, I knew I'd never get anywhere

*(Continued on page 13)*

## What's the Fuss?

Several years ago, The New Yorker magazine opened "Talk of the Town" with a facetious look at Barnard College's Experimental College, questioning the validity of "the study of Life." (Would there be report cards? What about the study of Death? If someone dies during the course, can this be an educational experience, too?)

Although this is a different E.C. than we knew in the early seventies, the students enrolled are still "studying life." They still indicate that they see the E.C. as an opportunity to use college as a time of change and growth, and at Barnard College, one finds, the "study of Life" rarely rates academic value.

Of course. And there is more, in the potential for the Barnard student and for Barnard College. How often is the educational process even given consideration? The process which demands, as Eisenstein says, "autonomy and self-direction" from the men and women in the E.C. is an unfortunately rare example at Barnard of a **conscious** evaluation of education as it progresses.

In addition, as one student said, the E.C. continues to make Barnard unique "not just in theory but in practice"—and why bother with women's colleges if we cannot provide something special for women beyond the realm of what every male-run college and university offers?

Of course. And when push comes to shove, when any college counts up its debts, it is often what may be interpreted as the academic "extras," like the E.C., which are cut.

And, in fact, if we choose to sell out our individualism instead of asserting it, we will sell out not just our autonomy, not just our self-direction, but our very existence.

Of course. But the point is that there is firm support for the Experimental College among both students and faculty. The faculty has unanimously agreed to continue the program until 1979. The E.C., from Kate Millett to Hester Eisenstein, has grown and changed—it is not a remnant of 1969—and it abounds in ambition, energy and academic potential.

So why the fuss? Renewed discussion of the *raison d'être* of the E.C., as well as whether Professor Eisenstein receives tenure or leaves—and the ridiculous discussion of both simultaneously, when she has headed the program competently and intelligently—all has served only to stir up prejudice apparently left over from the past administration. All clouds the issue that there is **not** an issue. The need for and success of the Experimental College has been confirmed by the large part of Barnard College.

Can we finally agree that the E.C. is a priority and should be? Can we finally end the destructive, pointless and petty dispute and give the Experimental College our open, honest support?



# Letters to the Editor

## Clowns, Jokers and Susan Saxe

Clowns to the left of me, jokers to the right—does anyone with the power to act in any capacity have a sane view of the issues at hand? At one end of the spectrum the U.S. Government is cracking down on mother-daughter and father-son breakfasts as sexist (ignoring job discrimination, credit discrimination, et. al.), and at the other end people are organizing to defend a woman accused of being an accessory to murder without bothering to even consider the validity of the charge, or worse, refusing to defend her not because they believe she participated in an act of murder but because they believe she let a man pull the trigger.

What in the name of hell does feminism or, as charged by others, the Vietnam War, have to do with the case of Susan Saxe? Lesbianism and feminism will not convict her. Prevailing sentiment was denied in both the Edelin trial and the desegregation case, Boston's two most recent "newsworthy" cases: Dr. Edelin is back at Boston City Hospital because a judge ruled, by suspending sentence, in favor of the law and against the jury; buses roll in Boston, for better or worse, despite the cries of Louise Day Hicks, Pixie Palladino and

the more vocal residents of the city.

I notice I am forced to explain away the cant of people whose ideology is not that far from my own before I am able to make my point: this is a murder case. Patrolman Schroeder was white and male. So am I. It seems necessary, however ludicrous, to say that in that we are not alone—necessary because it seems the only "feminist" defense of Susan Saxe is that she felt justified in participating in the killing of a white male. Patrolman Schroeder did nothing to bring about the end of the Vietnam War. Neither, effectively, did I. (I was 11 years old at the time of the Kent State killings, but I have a sense of guilt because I don't think this excuses me.) If being white and male and not having laid down in front of a tank makes one an accessory to the killings in Vietnam and thus more of a murderer than Susan Saxe (as Paul Shannon of the Boston State College Campus Ministry charged in a June 14, 1976 letter to the *Boston Globe*, defending Ms. Saxe), then I plead guilty. But if this indirect and passive guilt can only be purged by murder, like that of Walter Schroeder, who shall be saved?

There is no evidence that the killers of Walter Schroeder singled him out for extraordinary philistinism or coarseness of invective. They might

*(Continued on page 13)*

## Pinball Afficianado Doesn't Fit

I would just like to set the record straight. As the unnamed "afficianado" of your "Pinball on the March" story (October 11th), I did not "just stand there with my tongue hanging out and order myself another beer" after watching the second best pinball player in the country.

Although the quote fits in nicely with the theme of the article (the more beer the better), it just isn't true. What actually happened was I discussed why he was so good with George. When you get to that level of pinball you just don't play drunk. It impairs your reactions.

I'm sorry I don't fit into the contrived scheme of drinking and pinball in the article, and I'm sorry I didn't say that. As I said, it's a good, colorful quote, but inaccurate. Jon Lukomnik

*Leslie Miller replies:*

The phrase "and order myself another beer" can apply to a situation where a speaker has consumed only one beer and intends to have a second. Two beers ordinarily do not induce drunkenness.

Surely Mr. Lukomnik will not deny that people play pinball in bars, where drinking is not uncommon! The interview itself was conducted over a pinball machine while we were both under the influence of demon alcohol. ●

## news briefs

### Library Booksale

Wollman Library will hold a sale of books, prints, photographs and records on Tuesday, October 19th, from 12 to 4 p.m. The price range is 10 cents and up, and free refreshments will be served. The sale will take place outside the entrance to the library.

### Stimpson Speaks

Catharine Stimpson will be the speaker at the first Women's Center luncheon meeting on Tuesday, October 19th. Her topic will be "New Realities and New Ideas: Current Scholarship About Women." The meeting will take place in the James Room from 12:00 to 2:00. People may attend without lunch reservations if space permits.

Jacquelyn Mattfeld and Elizabeth Janeway will speak at future Women's



Center luncheon meetings. For information and reservations, contact the Women's Center, 101 Barnard Hall, x2067.

### SPARC Grants

Student Planning and Research Center (SPARC) has announced its new Mini-Grant program. The program is designed to allow students to do major research work in student-interest fields. The program is open to students in all divisions of Columbia,

and grants, ranging from \$25 to \$125, will be awarded in October and January of each year. Topics will concern the problems and quality of student life at Columbia University and may be related to either SPARC's current research or to new areas of inquiry.

Past topics have included the Furnald Grocery and a Furnald Residence College, and SPARC is currently investigating a coffee-house/ice cream parlor, facilities on campus for handicapped students and a used book exchange. Kathy Rivera, head of the program, says that its purpose is to provide "a unique opportunity to develop ideas and test out solutions with the financial help and resources of SPARC." Students interested in the Mini-Grant program should call extension 2478 or 3966, or stop by SPARC's offices at 402 Low Library. ●

# Experimental College

(Continued from page 5)

for students in a cerebral and severely competitive educational world." The Experimental College serves a very valid function within Barnard," he concluded.

Elizabeth Minnich, assistant to the president in charge of special projects, was out of town and could not be reached for an official statement on the E.C. from the administration. However, Jacquelyn Mattfeld has in the past expressed interest and concern in the program. As a former dean at Brown University, which

supports progressive learning, she has acquired a reputation for her interest in experimental education.

*Upstart Magazine*, edited by Felice Rosser, '78, is one project which serves the general College community. Begun by a nucleus of students from the E.C., it welcomes all students to participate in its publication.

Noting the feminist orientation of the Experimental College, *Bulletin* asked Eisenstein if there is a necessary connection between feminism and experimental learning. Eisenstein's conception of education is one based on experiences beyond the scope of formal learning. "Reflective" learning prevails in the Experimental College, demanding autonomy and self-direction," she said, explaining that

these are the qualities that feminism fosters as well. As one student enrolled in the course said, "I think the E.C. has the potential to make Barnard truly unique as a women's college, not just in theory but in practice."

Stressing what she called the "practicality" of the E.C., Eisenstein said that "it is an opportunity for students to test skills and vague ideas of a career in a low-risk situation."

Despite one student's opinion that the structure of the E.C. is "a little low for the Ivy League," Weissman expressed the idea that it is a pity that so few students have availed themselves of the Experimental College. "I wasn't aware that this fluidity and relaxation could be found on the Barnard Campus," she said. ●

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# Notes from Undergrad

by Mary Ann Lo Frumento  
and Suzanne Bilello

Now that the semester is well underway, Undergrad has put aside some of the budgeting matters, and is turning its attention to the issues which more directly affect student life. There are several issues which are under discussion now and we need student feedback on them before we present any proposals to the administration.

There are three main issues: distribution requirements, Columbia courses and a women's studies major. The question of distribution requirements seems to continually baffle the faculty. They cannot decide between many specific subdivisions and fewer but more general categories. We feel that the matter has not been thoroughly considered since no students were asked to voice their opinions. We would like to have some comments on this matter.

A major complaint of Barnard students is that they are discouraged from taking Columbia courses by major advisors because they do not satisfy their distribution requirements. Columbia students also complain about the lack of Barnard students in their classes.

This issue is vital right now because this is one of the reasons why Columbia students support the move to make their school coed and this in turn puts pressure on Barnard to consider merger. This may be an oversimplification of the situation but the issue of Barnard students taking Columbia courses still needs to be resolved.

Undergrad feels that Columbia courses should be able to satisfy general distribution requirements. In addition, Undergrad feels that the Barnard faculty should eliminate the obstacles which inhibit students from taking courses in their majors at Columbia. These two steps would encourage more Barnard students to take courses at Columbia.

Implementing a women's studies major has been proposed for several years. This program would expand the curriculum as well as enhance the resources and appeal of Barnard as a

(Continued on page 14)

# What Does Life Feel Like to Kurt Vonnegut?

by Maureen Weicher

Kurt Vonnegut's newest book, *Slapstick* (Delacorte Press, \$7.95), is his most disappointing. Ideologically, it is a rehashing of his earlier novels. However, it lacks the cleverness of language and plot that characterizes his earlier writings.

*Slapstick* is partially autobiographical, Vonnegut confides to us in the prologue. "It is about what life feels like to me." He tells us that his sister "was the secret of whatever artistic unity I had ever achieved. She



Kurt Vonnegut

was the secret of my technique." It should come as no surprise that the main character of the book is Dr. Wilbur Daffodil-11 Swain. He and his sister are human freaks, neandertholoids. They are over two meters tall and exhibit the features of adults "even in infancy—massive brow ridges, sloping foreheads and steamshovel jaws." When they put their heads next to each other they form a single, incestuous genius. This experience is avoided by both of them because it is too powerful for their emotional and physical security. When they are separated they are two entirely mediocre human beings, aptly calling themselves Betty and Bobby Brown.

*Slapstick* is Vonnegut's answer to

George Santayana. ("Those who fail to learn from history are condemned to repeat it.") Besides becoming a well-known pediatrician, Swain becomes the president of the United States. Not much is left at the end of the book when he sells the original Louisiana Purchase to Stewart Oriole-2 Mott, the King of Michigan, "for a dollar he never received." The cities have been leveled by the periodic increases in gravity. Millions have died from influenza and "The Green Death." However, Swain does not consider his term of office a failure. He has tapped the vast human resources of the country by giving everyone a new middle name. People who have the same middle names are artificial relatives. They may be poor and sick and hungry but they are "Lonesome No More."

"History," Swain tells us, "is merely a list of surprises . . . It can only prepare us to be surprised yet again."

This brings us to the main theme of the book, which is the unpredictability and incomprehensibility of life. The best one can do, given these circumstances, is to "bargain in good faith with destiny." Once we realize all the random and vicious things that can happen to us we must put that knowledge aside temporarily and do our best with our "limited agility and intelligence," like Laurel and Hardy in the old slapstick movies. We must, as Dr. Swain quotes, "Take no thought for the morrow, for the morrow shall take thought for the things of itself. Sufficient unto the day is the evil thereof!"

All this sounds oddly familiar. Unk told the crowd in *The Sirens of Titan*, "I am a victim of a series of accidents" and the Traflamadorians advised Billy

(Continued on page 12)

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# Vonnegut

(Continued from page 11)

Pilgrim in Slaughter-House Five "Ignore the awful times, and concentrate on the good ones." His epitaph in the same book is "Everything Was Beautiful, Nothing Hurt." These are but a few examples. If one finds it necessary to repeat a theme in several different books, it should be to add another dimension of it, or to allow the reader to view it, from a new angle. *Slapstick* does neither. In this respect it becomes something on the order of an absurdist self-help book, full of quotable

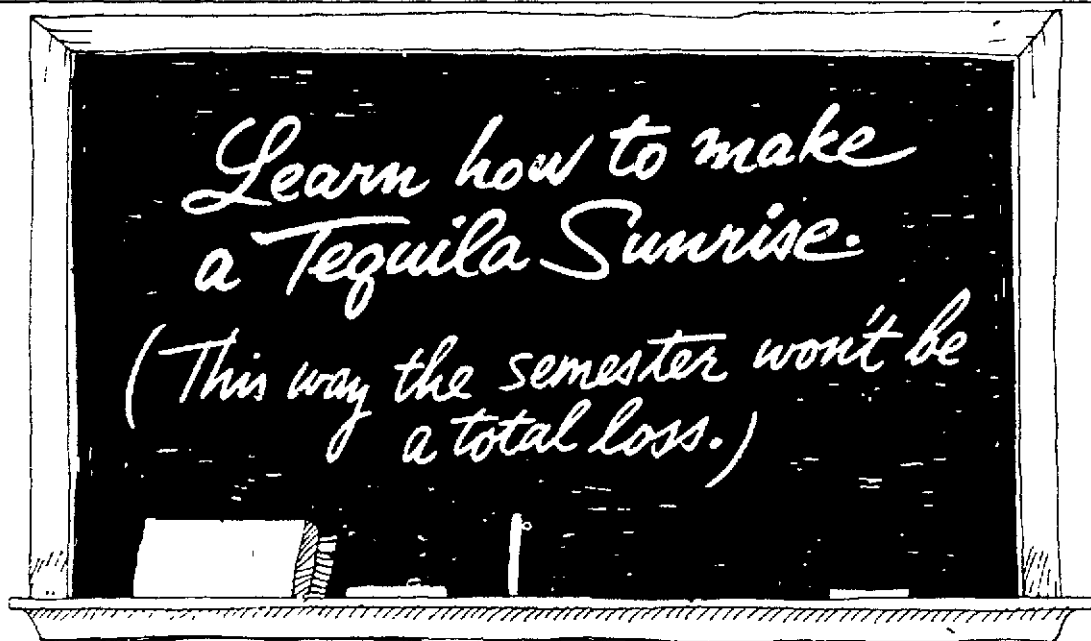
sayings and sane advice, but divorced from literature.

Another thing the reader may find disconcerting is Vonnegut's use of language. *Slapstick* is Vonnegut's most stylized and idiosyncratic book to date. In particular, he has the habit of putting two- or three-word paragraphs after every hundred words or so. The most obvious example is "Hi ho" (originally broadcast in *Mother Night*), but there are many others, including, "Good for him"; "I had to laugh", and "Think of that." At first, this may have the effect of aggrandizing the action, but after repetition it becomes a way of dismissing what is said. It also has the undeniable effect of senselessly enraging the reader, a practice any

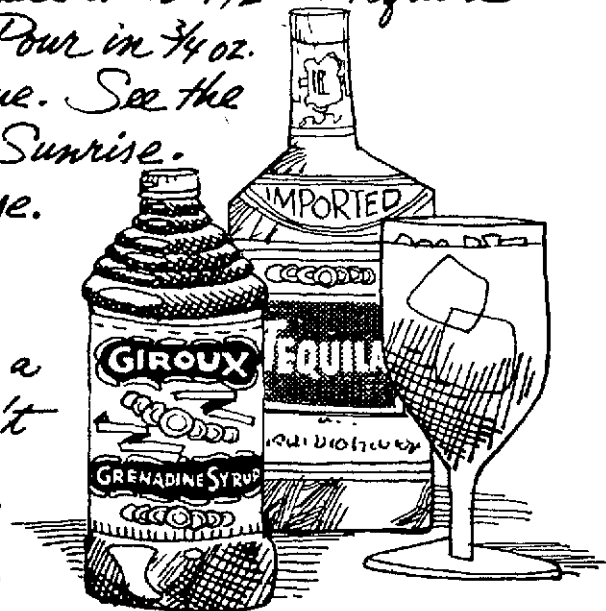
author can ill afford.

*Slapstick* is not as funny as Vonnegut's other novels. There are amusing parts, such as his description of Purgatory as "The Turkey Farm" but they are too rare. It may be because he has become too much of a preacher and preachers are notoriously unfunny people. For whatever reason, Vonnegut's usual wit is lacking.

For all practical purposes one should stay clear of *Slapstick* unless one is a die-hard Vonnegut fan, or desires a two-hour distillation of Vonnegutian theory. Turn to his earlier novels, if you are inclined—remember the Vonnegut that was, and hope for the Vonnegut that will be.



Mix 4 oz. of orange juice with 1½ oz. Tequila in a glass with ice. Pour in ¾ oz. of Giroux Grenadine. See the Sunrise. Stir the Sunrise. Now enjoy the Sunrise. But remember the Giroux Grenadine otherwise it won't be a Sunrise. There. Aren't you glad you learned something this term?



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# Clowns, Jokers and Susan Saxe

(Continued from page 9)

defend their action by claiming that the Boston police are the "ruling class." If the Boston police were the

## Ragamuffin

(Continued from page 8)

on the **Bulletin** if I didn't become obnoxiously gay, and quickly, so I sat in my room, concentrating real hard, doing isometrics and headstands in the hope that someday I'd be a lesbian editor. In the meantime, I realized my mission was to put a stop to all would-be **Bulletin** staff who were straight. I suggested various screening processes whereby we could weed out the unsuitable heterosexuals. I was pleased to hear that many people who had never met me assured others of the truth of my social life.

**Bulletin** wishes to preserve its image just as much as the next guy.



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ruling class, buses would not bring black children to South Boston schools.

Walter Schroeder was murdered. Are we so spineless that we cannot break from those whose ideologies we espouse but whose actions we abhor? The Rockefellers give money to struggling playwrights—and kill and swindle. The robbers of that Brighton bank fight for lesbian rights and women's rights—and kill. Why is it so important to us to fit into a pre-existing slot of political views, so that we cannot laud some of some person's work and damn that which tears at our morality?  
Steve Messina

# Sink or Swim

(Continued from page 16)

be the hardest game to play.

If you'd rather play for a living than work or go to school, start your pool career in Ferris Booth. Other area spots are people by winos, dope fiends and small time hustlers. The level of skill at FBH is strictly Minor League, and there hasn't been any hustling there for two years. Who knows—perhaps Columbia has another Tuscaloosa Squirrely in its midst.

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## Graduation

(Continued from page 6)

relocate to the exotic West Village? Finally we found an apartment we liked, but were rejected by the building managers—they didn't want five single women living in the apartment. Now, by no choice, it seems, having looked at at least 20 apartments I live on 101st Street in a nine-room apartment.

I like my job, my apartment, and my friends. I am adjusting. I am still, however, "just a kid." I sometimes think of myself as someone who is taking a semester off rather than as an alumna. Things will work out, I guess, and perhaps someday I will find myself at 32 proclaiming my adulthood to a 22-year-old college graduate—but I doubt it.

## Notes from Undergrad

(Continued from page 11)

women's college. The Women's Center at the moment is working on expanding course offerings that now exist. Hopefully, in the near future

## Women's Studies

(Continued from page 3)

studies program, courses should be offered in as broad a range of departments as possible throughout the university. This in fact is the structure of many such programs now functioning successfully."

The regular meetings of the Committee on Women's Studies begin Wednesday, October 20th.

Barnard will be able to offer an extensive women's studies major.

### Housing

Another proposition that we would like to put before Barnard students deals with housing. At the moment, Barnard freshmen may live in either "616" or Reid Hall, both of which are single-sex dorms. Columbia freshmen, for the most part are restricted to Carman and McBain, with a few scattered students living in other Columbia dorms.

Since most undergraduates are faced with the common problems of transition and adjustment to college life, we would like to make an effort to enhance the housing options for freshmen throughout the University and to give them the opportunity to share their experiences. In order to achieve this, we would like to see Carman and Reid open to freshmen from both Barnard and Columbia. This situation would be conducive to freshmen meeting and interacting with members of all undergraduate divisions and to provide for a more cooperative and congenial atmosphere.

The housing of women in Carman would be relatively simple to implement due to the suite arrangement which exists in that dorm. The one stipulation that may be required of freshmen would be to subscribe to the Hewitt meal plan for at least one semester. In this way, the women would still remain in close contact with the Barnard community. In reciprocation, Barnard could permit Columbia freshmen to live in those floors in Reid which adjoin coed floors that already exist in Brooks and Hewitt.

We would like to have student and administration feedback on this issue as well as the curriculum issues discussed above.

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Ragamuffin creator  
and Managing Editor  
Jami Bernard entertains  
at Bulletin meetings by reciting  
the poems of her youth.

finis

**Amoretti Revisited/ by Jami Bernard, age 14**

*Alas! This god, I saw him on the stairs  
En route from English class to that of Math.  
From sneakers blue to head of golden hairs  
My gaze was fixed. I traced his holy path.  
I did not want to stir his hate or wrath,  
And yet I went and o'er his toe I trod,  
And swore that ne'er my foot should have a bath  
To cleanse away the trace left by my god.  
Our gazes met and held, as by a rod.  
I thanked the stars and heavens up above.  
I noticed that his head began to nod  
As slowly I expounded on my love.  
Now none can part us, now that we are blessed.  
In Math, he cheats from me on every test.*



Jami Bernard at the tender age of 7

**The Cook (with apologies to E.A. Poe) / by Jami Bernard, age 12**

*Once, I had a problem weighty, when the scale hit hundred-eighty,  
Caused by many a meal, and curious sauces with rich food galore.  
While I readied for meat-tearing, suddenly, the Cook was swearing,  
But, as I was hard of hearing, I did not know Cook had swore.  
"Meat's delicious," I muttered, nibbling at an apple core.  
The Cook said, "Please, eat nothing more."*

*Ah, distinctly, I recall—it was, in the early fall,  
And each separate dining hall had left its bill upon my floor.  
Eagerly the Cook was hired (so much eating left me tired);  
Soon my scale and I grew spastic searching for a good domestic,  
So we settled for this maiden whom the butlers call Igor.  
Need I tell you any more?*

*And the lumpy, bad, uncertain, bowl of steaming sauer braten  
Filled me, chilled me with fantastic ulcers never felt before.  
So she now, to still the dripping acid stomach, stood repeating,  
"Take the roast beef entreating entrance at your mouth, and throw it on the floor.  
Watch your weight, eat nothing more!"*

*She watched me down the turkey carved and then I ate potatoes.  
As I finished twelve tomatoes, Cook was kicking on the floor.  
"Get thee hence!" I told the Cook. She left me slamming my front door.  
Quoth my scale: three hundred four.*

# Pool: That Sinking Feeling

by Leslie Miller

Willie Marsconi. Cadillac Jack. Luther Lasiter. Minnesota Fats. Weenie Beanie. Daddy Warbucks. Cornbread Red. These are the names of stickmen who have played in poolrooms across the country as hustlers, showmen and champions.

They all started from scratch in local pool halls, places like McGirr's, The Golden Cue and Guys & Dolls Billiard Parlor. Some started young. Minnesota Fats started hanging around the local pool hall in Washington Heights when he was six. His mother used to worry about him. "Is that all you're going to do in your life—hang around pool rooms?" she'd ask.

"Yes ma'am," he'd reply, "that's exactly what I'm going to do all my life."

And that's exactly what all the pool greats did, for it takes years of constant practice before anyone gets good with a cue. Very few people ever rise above mediocrity; maybe only one percent become outstanding players.

At the billiard parlors on 51st and 8th Avenue, hustlers and pimps with big hats, heels, flashy clothes and

jewelry are on view in their Caddys, El Dorados and Deuce and a Quarters (Electra 225's). They're pretty good at pool, but that's not why people are afraid to play them. People are afraid to play them because hustlers have a lot of cash to play with, because one could lose a lot, and because if you don't pay up, you won't be around the next morning.

Nowadays, the best pool players come from small towns. Pittsfield, Massachusetts, for example. There's nothing happening in Pittsfield except for a bar, a movie theater and a pool room. The first two close early.

Willie Marsconi is the undisputed champ. The Muhammed Ali of Pool. The Wizard of the Stick. He started his career as a boy, when he skipped dancing school to sneak off to the local pool room. He was so small he had to stand on a crate to play. Marsconi won his first championship at the age of 12, and he holds world records for consecutive racks (52) and balls (804).

Hustling is another story, quite different from championship pool. Hustling partially requires skill, but mostly involves psychology. And a strong nervous system. Every hustler has a routine, a rap, a general attitude around the table. He'll challenge someone who looks like a sucker. Then he'll chatter, he'll scratch himself, he'll nervously tap his fingers on the table, he'll light up a cigarette just as the other guy takes his shot. Anything to distract him. And he'll hope that the other guy isn't a real sore loser.

A "super regular" at Ferris pool room, a young man named Lucky, enlightened us about the many games that can be played on a pool table. Eight ball is the easiest and most familiar. One player hits solid balls, the other hits striped balls. Nine ball is a little more difficult: balls one thru nine must be played consecutively. It's a game often played for money. In "61," another tough game, balls one thru 15 are shot consecutively, and each ball has a point value. Scribbage and Snooker are too complicated to explain, Lucky tells us. Champions play straight pool, up to 150 points. Chicago is another game which is too difficult to explain, but it's alleged to

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# Sports

## Coming Events

### Basketball Intramurals

Tuesday, October 19, from 8-10:00 p.m. in the Barnard gym.

### Fencing

Saturday, October 23, 10 a.m. Woman's Team at Friend's Seminary.

Saturday, October 16, 11:00 a.m. at Yale University, away.

Thursday, October 21, 3:30 p.m. at Wagner College, away.

### Varsity Volleyball

Tuesday, October 19, 7:00 p.m. at Hofstra, away.

Thursday, October 21, 7:00 p.m. Marcy University, away.

### Volleyball Intramurals

Wednesday, October 20, 7-9:00 p.m. in the Barnard gym.

### Co-Ed Volleyball

Thursday, October 21, 7-8:30 p.m. in the Barnard Gym.

## Game Results

### Volleyball

Thursday, October 7:  
Barnard vs. St. Francis

(2 - 0)  
15 - 5  
15 - 11

Tuesday, October 12:  
Barnard vs. Queens

(2 - 0)  
15 - 6  
15 - 13

### Field Hockey

Wednesday, October 6; game cancelled by Brooklyn College

Saturday, October 9; game cancelled due to weather

Tuesday, October 12 . . . Lehman College . . . 7 . . . Barnard . . . 0

### Correction

In last week's issue, we incorrectly stated that Co-ed Volleyball and Intramural Volleyball are the same events. They are completely different. Our apologies to the Volleyball folks.

### Pool Slang for the Beginner

**Rack up:** arrange the balls at the beginning of a frame in a triangle; this is done with a "rack"

**Call your pocket:** announce which balls you intend to shoot into which pocket, e.g. "Eight ball in the side pocket"

**Cue ball:** the white ball with which the game is shot

**Scratch:** Shoot the cue ball into a pocket, thus losing one point and one turn

**Stick, stick man:** cue, pool player

**Lag for the break:** a method of deciding who begins, by shooting the ball across the table; the one that bounces furthest back without touching the side "breaks" the racked up balls

**House:** In a money game, a neutral person who holds both players' money, racks up and settles any disputes

**Angel Dust:** chalk

**Money ball:** a ball that is bet on; money balls are one, three, five, eleven, thirteen