

# Barnard Bulletin

Vol. LXXXII No. 18

November 14, 1977

## The Academic Issue

CURRATORES VNIVERSITATIS COLVMBIAE

IN VRBE NOVO EBORACO SITAE

OMNIBVS ET SINGVLIS AD QVOS PRAESENTES LITTERAE

PERVENERINT SALVTEM SCIATIS NOS

CVM EXERCITATIONES OMNES AD GRADVM

BACCALAVREI IN ARTIBVS

MAGNA CVM LAVDE ET CVM HONORIBVS IN STVDIIS ANTHROPOLOGICIS

ATTINENTES RITE AC LEGITIME PEREGERIT AD ISTVM GRADVM PROVEXISSE

EIQVE OMNIA IVRA PRIVILEGIA ET HONORES

QVAE ADSOLENT IN TALI RE ADTRIBVI DEDISSE ET CONCESSISSE

IN CVIVS REI PLENIVS TESTIMONIVM CHIROGRAPHIS PRAESIDIS

HVIVS VNIVERSITATIS ET PRAESIDIS COLLEGII BARNARDINI NEC NON

SIGILLO NOSTRO COMMVNI DIPLOMA HOCCE MVNIENDVM CVRAVIMVS

DATVM NOVI EBORACI DIE DVODEVICESIMO MENSIS MAII ANNOQVE

DOMINI MILLESIMO NONGENTESIMO SEPTVAGESIMO SEPTIMO



*Joseph A. Matthews*  
COLLEGII BARNARDINI PRAESES

*John F. DeLoach*  
VNIVERSITATIS PRAESES

## Undergoing the Third Degree

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# Ragamuffin

By Jami Bernard

Howwid prepares for graduation.

The Senior Committee has finally reached a consensus as to the graduation speaker for the class of 1978. The painstaking decision process was held up because the last speaker, Joan Mondale, the vice-president's wife, was so effective that few were willing to take her place this year.

"It was a tough act to follow," admitted the chairperson of the search committee. "But we finally found someone to follow in Mrs. Mondale's footsteps, a speaker non-pareil, Mrs. Mondel, from the chocolate shop on Broadway and 115th Street."

Mrs. Mondel was delighted at being named the graduation speaker. "I may not know much about college, but I do know about creamy centers," she admitted with a candor characteristic of this lady who has only heretofore been seen from the waist up.

In preparation for her upcoming speech, Mrs. Mondel has been scanning the daily papers and boning up on the current educational scene. "The way I see it," she said, eyes twinkling through rhinestoned glasses, "the world of candy relates directly to the world of academia. In each case, you've got your nuts."

Mrs. Mondel plans to address the graduating seniors on the merits of shopping at her store, and plans to "make a mint" by selling pralines on the dais after her speech. She also will have other nougats of wisdom to impart to the class of '78.

"I think the graduates have a need for chocolates," asserted Mrs. Mondel. "After all, when you get out in the real world, it's a rocky road."

A sample essay for application to grad school.

I would like to attend \_\_\_ University because I am sincerely interested in \_\_\_ even though it was not my major and I have never taken any courses in the subject.

You asked for my interpretation of \_\_\_. Well, I'll tell you. I have always thought about this particular subject. I have pondered it daily for \_\_\_ hours and have come up with the following conclusions.

1. \_\_\_ exists, and it is good.
2. It is an issue of such diversity and controversy, that to define it here would be ludicrous. However, since

(Continued on page 12)

## Servomation Dishes Out As Much As You Can Take

Servomation, in a last ditch effort to hang on to their contract with Barnard, last week instituted an "all you can eat" policy. While Servomation's intentions may have been honorable, its efforts were in the wrong place.

The major complaints against Servomation have been the poor quality of food and the poor management of the cafeteria. The new policy simply permits students to have more of the same poor quality food; this is not what the students want or need.

Servomation is more than aware of the possibility of impending doom (i.e. the administration's threat to give them notice). In spite of this, their efforts to increase the quality of their services have only been surface deep. They have never exhibited any true desires to improve their services. Any improvements that they have made have only been done after extreme pressure from both administration and students, or after being threatened with the loss of their contract.

It appears that Servomation's major concerns are the profits that they make from the services that they provide at Barnard, and the prestige that a contract from an institution like Barnard gives them. Servomation had hoped and still hopes to use their Barnard connection to obtain other food service contracts in the New York State area. Such a goal is fine and dandy if it is combined with the intentions to provide top quality food and management, but unfortunately this is not the case with Servomation.

Barnard would be doing a disservice to its students if they were to decide not to sever their ties with Servomation.

Marianne E. Goldstein dissents from this editorial.



Unlimited seconds may not have resulted in better quality at Hewitt, but at least the turnstiles are gone, eliminating that subway feeling.

# Reid Lecturers Discuss Women's Rights



Stearns & Capelon, attorneys-at-law.

by Marianne E. Goldstein

On November 14th and 15th, the Women's Center Reid lectureship will present the third in a series of visiting lecturers who have proved themselves to be outstanding in their field, and productive in affairs concerning women.

This year's lecturers will be Rhonda Copelon and Nancy Stearns, staff attorneys for the Center for Constitutional Rights. Both women have been active in litigations concerning many different issues, and have been particularly active in the area of women's rights.

Both Stearns and Copelon have been involved in cases dealing with sterilization abuse, right to child care for men, representation of rape victims, the rights of self-defense for women and sex discrimination in the media. They have also done a considerable amount of work dealing with the abortion issue.

According to Jane Gould, Director of the Women's Center, the two women were chosen to be this year's Reid lecturers for several reasons. "We initially chose them because they're young women lawyers committed to practicing law for social change. They are both quite distinguished in their own sex." She added that although both are highly involved in women's issues, she was impressed with them because "they are wonderful models of young women who have elected to use their professional energies to change social values for women and men, both."

The two women have been highly involved in the abortion issue; Stearns filed the first women's rights challenge to the criminal abortion statute, and Copelon has been involved in the controversy over the granting of Medicaid reimbursements to indigent women having abortions. Gould noted that Copelon and Stearns are considered to be two of the country's leading experts in abortion law; this is relevant in light of the recent development in that area. "But, we invited them long before the abortion issue became so timely," Gould added.

Fanette Pollack, B'74, and a recent graduate from NYU law school will be serving as moderator during the Women's Issues Luncheon tomorrow.

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## Newsbriefs



### Mortarboard

At a recent meeting, the officers of **Mortarboard**, Undergrad, and the Senior Class decided that due to the low turnout of the senior portrait referendum and a variety of other factors, the yearbook would not be able to change the senior pictures from formals to candid.

However, as a compromise, the senior portraits will be given a larger size (3½ X 5") than was previously planned. Seniors, as always, have the option of submitting their own photographs (deadline November 30).

In the future, **Mortarboard** will make a greater effort to solicit student opinion on major issues concerning the yearbook.

**Mortarboard** belongs to the Barnard community. But its quality can only be as good as the effort that is put into it. We therefore invite all students to join the staff of the yearbook.

Aminata Kabia,  
Editor, **Mortarboard**  
Emily Gaylord,  
President of Undergrad

### Program Filing

The deadline for filing tentative programs for the Spring term ends on November 22. Programs filed after that date are subject to a late fee of \$10.00. Also, it should be remembered that although a student might list a limited enrollment Columbia course on her program, her place in that course is not assured until she pre-registers for the course during the Columbia pre-registration period, January 18-20.

### Questionnaire

"Judaism and Feminism at Barnard" is the subject of a study being undertaken at the College this year, under the direction of a Barnard alumna who is now a doctoral candidate at Columbia's Teachers College. A confidential questionnaire has been distributed to all Jewish freshmen on campus; students who have not as yet responded are urged to do so. The Dean of Studies' office is overseeing the project.

### Gilbert and Sullivan

The Barnard Gilbert and Sullivan Society, in honor of the Queen of England's Silver Jubilee, will be presenting "The Pirates of Penzance" in Minor Latham Playhouse. Performances are scheduled on Tuesday, Nov. 15 at 5:30 p.m., Nov. 16-19 at 8:00 p.m., and a Saturday matinee, Nov. 19 at 2:00 p.m. Tickets are available through Theater Guilds Box Office, lower level McIntosh, or call 280-5302.

### Farmworkers

Friends of Farmworkers, the United Farmworker support group for Barnard and Columbia University, is still actively participating in the farm worker's fight for decent living and working conditions and for justice and dignity in their lives. In addition to tabling at the main gates of Columbia's campus on Wednesdays and Fridays, Friends of Farmworkers will be holding a campus-wide general meeting on Tuesday, Nov. 15 at 8:00 p.m. in Earl Hall. On the agenda is an update on the most recent and startling events in the farm worker struggle in California and plans for an upcoming all-day workshop will be discussed. All interested are asked to attend. For information contact Jayme at ext. 1542.

### Library Hours

The Barnard Library will close for Thanksgiving on Wednesday, November 23rd at 4:00. On Sunday, November 27th the Reserve Room, and only the Reserve Room, will be open from 1-11. The normal schedule will resume on the Monday following Thanksgiving.

### Minor Latham

Barnard Theatre Company presents two one-act plays, Samuel Beckett's "Play" and August Strindberg's "The Stranger" on Wednesday, November 16 at 5:00 p.m. and Thursday, November 17 at 12:00 p.m. and 6:00 p.m. in the Marion Victor Studio, 229 Milbank. Admission is free.

## Out from Undergrad

Last weekend Emily Gaylord, Lori Gold, Nancy Herring, Jami Bernard, and I attended the Seven Sisters Conference in Cambridge, Massachusetts, hosted by the Radcliffe Union of Students. This is a semi-annual event among the Seven Sisters schools: Barnard, Smith, Mt. Holyoke, Vassar, Radcliffe, Bryn Mawr, and Wellesley. We are happy to announce that Barnard Undergrad will be hosting it this spring, sometime in March.

The discussions centered on various aspects of student life: student relations with trustees, women's studies, student input into curriculum, student activities, and funding. We also informally talked about housing,

food services, and security, in addition to discussing relations with other schools.

Barnard was the only college represented that had a woman's studies major, although it is possible to declare a "special major" in women's studies at most of the other women's schools of the Seven Sisters. Currently Radcliffe is investigating a women's studies major, but prospects are dim since the Radcliffe students do not receive much support from the Harvard faculty, and has a limited administration to which it can appeal. Barnard also seems better off than the other schools in terms of its relations with its trustees. We have two students which meet with the trustees, while at

most of the other schools this wouldn't be tolerated at all.

There were also the lighter aspects of the weekend; missing the 9 a.m. train on Friday, resulting in a bus ride which we shared with a Jamaican prostitute who openly propositioned the male passengers; buying records and posters at the Harvard Coop; bar-hopping in down-town Cambridge; a special guest juggling performance by Nancy Levidow, B'77, at Harvard for the weekend for a juggling workshop; and convincing a Vassar man to transfer to Columbia.

The speaker for this week's workshop will be Barbara Grizzuti Harrison, contributing editor to Ms. magazine.

Also don't forget to R.S.V.P. if you want to attend the farewell party for Marianna Gelber on November 21, from 11:30-1:30.

# Students Design Custom Made Majors

by Maria Tsarnas

If you're tired of the same old choices of majors, if you find that you have a particular field of interest which Barnard has not recognized as an established major and if you want to go through the trouble of making up your own program and getting it approved through advisors and committees, you can "create" your own major.

As a prospective deviant, you would first be petitioning for a "special major" which is defined as "... one which draws on courses from several departments or which organizes a group of courses in a different pattern from that prescribed for a conventional major."

The petition requires that the special major have a "clear focus and a Barnard faculty sponsor." It warns that a special major may require more work and more independent study for the student.

When filling out the petition, the student must first indicate the "title." A list of proposed "special major" courses which includes those courses which are intended to be taken and

those which have already been taken in that area must then be added. In other words, the student constructs her own program.

The next step is to name the general topic for her senior essay, her sponsor for that essay, and where she will be enrolling in a departmental senior seminar.

Finally, she must get signatures from her sponsors and return the petition to the office of the Registrar. After all this is completed, the petition is submitted to the Committee on Programs and Academic Standing for review.

The Committee on Programs and Academic Standing is the deciding factor in the approval of special majors. The committee is made up of seven or eight faculty members and Dean Schmitter, the Dean of Studies.

If the committee does not approve of a special major, the student must go back and revise the planned program. Dean Schmitter stated that out of the twelve or more petitions, ten or eleven are approved and the remainder are either asked to be revised because they are perhaps

considered too much work, aren't constructed properly, or have other unviable qualities.

A special major must be "spelled out" and "coherent." It must "hang together" and "have a faculty sponsor who is interested and supportive," explained Dean Schmitter. She continued by saying that a special major must be sound but not necessarily in the traditional way; it still must be traditional in some places.

According to Bornemann, the student must not be overly ambitious and create too much work for herself. Instead, she must be more creative to achieve a personal goal.

Bornemann suggests the student carefully think through her plans in consultation with the department. She must choose a faculty member with whom she feels she can work well, in addition to choosing a theme. She must discuss this with all departments in which her special major courses will be taken.

A special major is "generally approved," according to Bornemann. What the committee looks for is an  
*(Continued on page 11)*

## Reporters Notebook Tribute to Marianne

I heard that Marianna Gelber, the gynecological nurse at Barnard Health Service, resigned this month. The reason given was "personal health;" rumor has it that she's been sick since the summer, but we all hoped that she'd be well in time for the beginning of school. Now the grapevine says that she is getting better—I'm glad to hear it. But still, Marianna's resignation has left a real gap in the Health Services.

While thinking about how best to thank her for all her years and all her efforts here at Barnard, I thought about what it is like the first time a girl goes to the gynecologist. God, how scary it is! And probably just as awful as the first examination is having to make the appointment, fearing a barrage of nosy questions.

I realized then that if the first gynecological checkup was somewhere other than at Barnard, the experience of making the appointment was probably as traumatic as the examination itself. At Barnard though,

we were lucky. Whenever some shy student walked into the Health Service with that familiar terrified look in her eyes, she was directed right to Marianna, who made everything alright.

Most importantly, though, she was always completely non-judgemental. In her years as a nurse, she saw thousands of girls come and go—during the times when it was unacceptable not to be a virgin, and then, when it was unfashionable to be one. Marianna never felt that it was her place to give a moral opinion. As a matter of fact, the only times I ever saw her get angry were when she spoke about the ignorance that she encountered daily.

To counteract the ignorance about contraceptives that she found, Marianna, along with Dr. Mogul (and the Experimental College), put together a peer contraceptive counseling service. They taught a seven week course to approximately 15 students on the various methods of birth control, the most common types of infections, and the pelvic exam—all the while stressing that we, as student counselors, were not there to sit in judgement of our peers, but rather to

help them with factual information. She felt that students counseling students would be preferable for everyone involved; she must have been right, because the peer counseling service is still going strong with great success.

Marianna was special because she always tried everything in her ability to help. I recall that last year, the day before  
*(Continued on page 12)*



photo by May May Gong

# Senior Scholar Program

By Ana Carrasquillo

One or two seniors each year are granted the opportunity of attending no classes while receiving credit for a full course load and exemption from one requirement in their major field. Nevertheless, these seniors will work as hard, if not harder than their peers; they have received approval from the Committee on Instruction to devote one or two semesters of their senior year toward the completion of a single, challenging project of their choice. These students are known as Senior Scholars.

The Senior Scholar program was established in 1966 as a full year program. It was revised in 1974 to include a one semester session for

student proposes must be acceptable to the Committee on Instruction.

In order to become a Senior Scholar, the student must submit a detailed proposal to the Committee on Instruction. This proposal must include an explanation of the goals of the proposed project, a bibliography when applicable, a letter of nomination from her major department chairperson on behalf of the department, and a letter of recommendation from a faculty member who has consented to sponsor and supervise the student's project.

Grace King emphasized the fact that however meritorious the proposed project is, the Senior Scholar program is not for everyone.

## Making It Or Breaking It

by Barbara Elliot

The Committee on Honors has been considering the need for possible changes concerning the cut-off points for degrees of summa, magna, and cum laude, due to the nation-wide problem of grade inflation. To attain these degrees now one needs a G.P.A. of 3.75, 3.50 and 3.25 respectively. There has been a continually growing number of students graduating with honors at Barnard, and the Committee is considering using percentiles rather than precise cut-off points to determine where the divisive lines should fall.

Departmental Honors are also available usually on the basis of either a thesis with distinction or on outstanding work in the major, consisting of a 3.50 grade point average in the major or passing with distinction. Recipients of these honors are usually determined by the departments, with the Honors Committee keeping the total number evenly distributed throughout 20 percent of the class.

A more familiar aspect of Barnard honors is the Dean's List, which involves all classes. The grade point average must include three letter grades for each term, and one must attain a 3.4 GPA for two consecutive terms.

Probation is the general term for a student whose work is "not-in-good-standing" in the eyes of the college.

Academic warning usually precedes probation, and consists of a letter sent to the student advising her that her term average is below 2.0. After two academic warnings, probation follows.

An individually tailored announcement is sent to each student on academic probation and is generally followed by sessions with the class or major advisor.

"A student's reasons may be legitimate, heartwrenching, and complicated," says Dean Schmitter, "but a point is reached when the lines must be drawn."

We assume every student can do the work upon acceptance, and we try to be as humane as we can be, but sometimes a point is reached when we are too humane," explained Dean Schmitter. It is then that a student might be advised to spend a semester away to reevaluate and readjust her perspectives.



Photo by May May Gung

### King lords over Senior Scholar Program.

those students who wanted a short intensive program, but also the wider knowledge that a major provides. Both programs grant specially gifted students an opportunity to focus all their attention upon a particular topic which interests them, and study it in greater depth than would be possible through work done on a term paper or senior thesis.

Grace King, advisor to the Senior Scholar Program, commented on the kinds of projects Senior Scholars have undertaken through the years. Poetry books, novels, and music compositions have been completed by students within the program. But any scholarly and challenging project which a

King stated that the student must be particularly disciplined and dedicated to her project because she will only meet with her sponsor periodically. Most of the time she's on her own.

Last year, there were three Senior Scholars. This year, there has been only one application so far, from Jami Bernard '78, who plans to experiment with style and relationship in the form of a novel she started her sophomore year.

King admitted that no applicants for the program have been turned down in the last few years, but that the projects have been well thought out by the time they reached the Committee on Instruction.

# Positive Images of Women in Films

by Marianne Goldstein

Ah! How astute the film industry is! After years of force-feeding us disaster epics and *Dirty Harry* movies (intermixed with a few "deep" art films) they've found a new area to focus upon—women.

Actually, women have been around for a pretty long time, but now, in 1977, it is becoming more fashionable to be one (Barnard—shall we breathe a sigh of relief?). This new acceptance is perhaps triggered by the fact that the women's movement has moved out of the joke-and-cliche stage, and is now recognized as a legitimate movement; it might also be triggered by a lack of anything else that is original.

In any case, there has recently been an influx of films detailing women's problems and women's lives, and the most surprising thing is that the quality of most of these projects has been quite high, and the subject matter, for the most part, has been dealt with sensitively and with insight. For a change, instead of being sidekicks or mistresses, women are being portrayed in a more positive vein, as bright and emotionally stable human beings.

## Julia

*Julia* is adapted from a chapter of Lillian Hellman's *Pentimento*, which details Hellman's ongoing relationship with her childhood friend, Julia. As both women mature, they slowly drift apart into their own lives; Hellman settles down with Dashiell Hammett, and Julia eventually winds up fighting against the rapidly growing Nazi movement in Germany. Hellman is soon pressed into service by Julia, who needs her to carry some money into Germany.

The quality that probably impressed me the most about this film was the way in which Zinnemann handled Hellman's relationships. Hellman and Hammett are friends and lovers, needing each other, but at the same time, allowing each other to grow.

Hellman's relationship with Julia has to stand as one of the nicest I've ever seen on film. Although *Ms.* magazine

criticized the portrayal as being overly sexual, I tend to disagree with that assessment. Watching these two women growing in separate directions while remaining spiritually close was a joyful thing, and finally, the scene where the two say goodbye for the last time, a very painful thing.

The acting here is excellent. Particularly good were Jane Fonda, in the role of Lillian Hellman, and Lisa Pelikan, who played Julia as a young girl. Vanessa Redgrave in the title role played her part well, although the part was so small it was difficult to really capture the essence of her performance.

*Julia* may be flawed, but it is still one of the most impressive films of the year.

## Mary White

Moving from the giant screen to the little box, *Mary White*, a made-for-TV movie, is coming up on ABC on Nov. 18, at 9 p.m. I'm not really crazy about television, and I'm suspicious of a program if I'm being wine and dined while I'm screening it (IBM, the show's sponsor, took over part of Lincoln Center for the event). But, for a change, I was pleasantly surprised, as *Mary White* is really a fine evening's entertainment (with only one commercial interruption).

The show, produced by Robert Radnitz, who also produced the film *Souder*, is based on an editorial written by the legendary journalist William Allen White (the "sage" of Emporia, Kansas) as a tribute to his daughter Mary, who was killed in 1921 at the age of 16 in a horseback riding accident.

The primary reason that *Mary White* succeeds is that it avoids becoming a eulogy, and instead highlights Mary's outstanding qualities, and illustrates them in a manner that is both interesting and affecting.

*Mary White*, we are shown, was a young woman who could not sit still and ignore any sort of injustice. Always willing to help, she often put herself in the hot seat to try to assure change. Outraged that the black



Mary, slow down . . .

students in her school have no bathroom facilities, Mary works to get them some. Aggrieved by the attitudes of her fellow parishioners, she attempts to get them more involved with the problems of the community.

The only areas where *Mary White* fails are the times when the dialogue becomes contrived and awkward. Eager to impress upon the audience that Mary was a daredevil who liked to ride her horse fast, the audience is subjected to a drawn-out set of scenes, where the only action centers around Mary's friend screaming, "Mary, slow down . . ."

Another questionable breach of taste occurs in the very beginning of the film, when the footage of Mary's fatal accident is run twice; this is a totally unnecessary move.

But don't let that scare you off (and it conceivably might)—the film picks up from there, and manages to sustain interest for two more hours. The acting here is quite good—Ed Flanders is a superb William Allen White, and newcomer Kathleen Beller is very believable in the title role; she gets a little melodramatic from time to time, but is basically strong in the part.

It's nice to see, as illustrated by *Mary White* and *Julia*, that active, intelligent women actually existed before the 1970's, and were the type of people who were undaunted by any set of circumstances. And it's also nice to see that the media can handle this revelation with equal intelligence. •

# Bilingual Education on the

by Laura Kuperman

Perhaps you've noticed, upon leaving Tom's Restaurant, the makeshift sign spanning the windows above Twin Donuts which reads "Boricua College." Though a far cry from the neo-classical style of building to which we are accustomed, Boricua's second and third story "campus," located on the west side of Broadway between 111th and 112th Streets, houses some 30 classrooms and administrative offices.

Boricua College offers a two year program geared towards the education of Hispanic people, and is designed to deal with their particular needs. Approximately 90 percent of the student body is Puerto Rican; the remainder consists mainly of Dominicans, Cubans, and Colombians. These 350 students are representative of those Hispanic people in New York desiring higher education, yet prevented from attending other institutions because of family and employment responsibilities, or simply the language barrier.

The Puerto Rican Research and Resources Center, Inc., established in Washington D.C., formulated certain objectives which led into the creation of Boricua College. Seeking to identify the problems of Puerto Ricans in the United States and to develop resources and systems of communication to deal with these problems, the Center founded Boricua College in Washington in 1972, as a non-profit tax exempt organization. Boricua's Washington campus has a four year program, and many of the students from the New York campus transfer there.

In 1975, Boricua founded its branch in New York, first in Brooklyn, and then in Manhattan, becoming the first private minority college to be granted a charter in this state. Its president, Victor Alicea, received his B.A. and Ph.D. in Urban Planning from Columbia University.

Esmeralda Reyes, the assistant to the President at Boricua, explained how Puerto Rican students who do enroll in city colleges often find

themselves placed in remedial classes because highly technical material may prove too difficult to comprehend in the English language.

They become "lost in the CUNY system," Reyes explained. In a small, private institution such as Boricua, she continued, the students are given the opportunity to develop their full potentials. Many of Boricua's students have transferred from other colleges to benefit from its non-traditional, individual-oriented program. All of the faculty members are bilingual, and each class is conducted partly in English and partly in Spanish.

Upon entering Boricua, each student is assigned a faculty member or "facilitator." Together they devise an individual contract to include both professional goals and areas of educational interest. Aside from working individually with a facilitator, the student participates in group conferences during which achievements are shared and contemporary issues and problems related to their communities or families are

## Children Cash in on Education at

by Jennifer Crichton

Bank Street College is a graduate school for teachers and teachers-to-be, as well as a school for children, a publisher of learning materials, and a bookstore with a focus on children's literature. It awards masters degrees in such areas as Human Development and Museum Education. Bank Street

College has no connection to Columbia University, except when referring foreign students to International House when dormitory space is requested.

The philosophy/psychology of the school is based on theories of Piaget and Freud, which say that the development of the child is in-

separable from his acquisition of knowledge. The graduate schools of teaching are involved in creating new "learning environments" that will coincide with the varying levels the children reach in mastering their own surroundings.

Instead of the laissez-faire disorder of many progressive schools, Bank Street School takes a definite point of view and it is congeniality, rather than permissiveness, which is the general approach. There is no chance that a child becomes viewed as an age or a phase; there are so many grad students still in that hopefully never-fading stage of enthusiasm that no child suffers for want of attention.

The School for Children, an "experimental" school, where the theories of the graduate school are put into practice, occupies the first three floors of the building on 112th Street. Originally, the school was located on Bank Street in Greenwich Village, while the graduate school was detachedly studying theory on 14th Street. The two consolidated in 1970 when they moved north to their



Bank Street School

photo courtesy of Bank Street College



# Heights

explored.

The courses offered at Boricua College fall into the categories of physical science, social science, mathematics, and literature, with the basic goal of "examining the social and physical systems of the western world from a variety of different perspectives and disciplines."

(Continued on page 10)

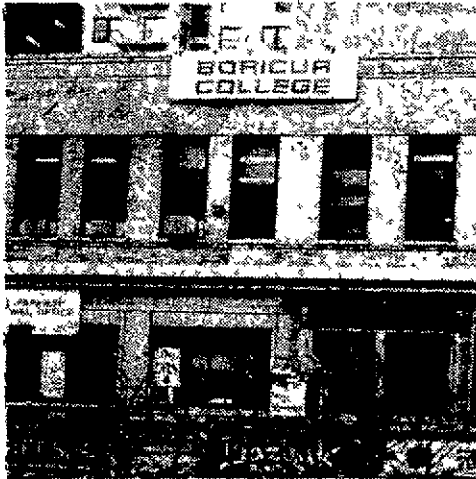


Photo by May May Gong

If you like the neighborhood but want to transfer, try Boricua.

## Bank St.

present location. The graduate school has offices on the top floors.

Founded about 60 years ago, the Bank Street credo is an optimistic tract that hopes for social change as a result of an education that imbues its students with "an experimental, critical and ardent approach to their work and to the social problems of the world." The founder, Lucy Sprague Mitchell, tried to break away from that dark age in which education had its most influential school of thought contained tidily in the aphorism: Repetition is the mother of learning. Progressive education with its influence, however mild, pervading most institutes of learning, is now perhaps the mother of us all as well.

It's clear that to be functional in the physical design of a school one must be considerate and aesthetically aware of the needs of children and adults. This awareness is evident in the building's design. In one of the women's bathrooms, for instance, the fixtures are adult-sized, yet above one sink, a mirror is placed at a level low enough for a child.

## Brooks' Lecture: Sheer Poetry

by Sheila Perry

Gwendolyn Brooks, one of America's most renowned black poets, delivered two informal and profoundly inspiring lectures at Barnard on October 28. She was introduced by Jeanette McDaniels, president of the New World Theatre, as an "historian of black consciousness."

Ms. Brooks, her face possessing only a few soft wrinkles, calmly answered questions on how to write poetry. In creating her poems, she "observes, feels and takes notes," agonizing over everything but not afraid to make revisions. One of her most famous poems, "We Real Cool" went through countless revisions.

Brooks stressed the need for more freedom in expression and less conservatism in literature. Writers, she said, should use ordinary speech and make the reader believe that what is being said can be true. She felt that one should not use punctuation if the lack of it helps your reader "reach the land of your idea."

"Loosen your rhythm so that it sounds like the way you talk," she suggested. "Iambic pentameter is richer when extra syllables are used."

Smiling, she said that a poet should persuade her words to do what her body does when she's gossiping. The simplest words are the most effective.

Brooks was born in Kansas City in 1917, and was raised in Chicago, Illinois. She started writing poetry at



Photo by May May Gong

Poet Brooks at Barnard.



Photo by May May Gong

Pulitzer prize winner Brooks inspires aspiring poets.

the age of seven. She graduated from Woodrow Wilson High School, holds 36 honorary degrees, and has won two Guggenheim awards. In 1950 she won the Pulitzer Prize in poetry for "Annie Allen."

There were many influences that welded her love of poetry. She mentioned Shakespeare, Chaucer, Wordsworth, and Paul Laurence Dunbar. She stated that at one time she imitated the blues style of Langston Hughes.

She feels that poetry is changing and being apprehended by all—not just those in colleges—but in the taverns and the streets. She acknowledges that her style has changed with the passing of time. When she believed integration would work, she asked America to accept the black man. Her poetry had a "heavy whining," she said. Then she met the black poets of the '60s who were writing poetry "by blacks, to blacks, about blacks." Now her style possesses "more song and story." There is more "movement within the words."

At the end of her lecture, Ms. Brooks asked students to come forward and read their works. For most, it was the first time they had read before an audience.

Gwendolyn Brooks is a rare jewel in our midst. She freely gave advice to those interested in writing; it is an honor to listen to such a great poet, who generates warmth, love, and inspiration.

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## Boricua College

(Continued from page 9)

Cultural implications are sought when possible; the curriculum is considered bicultural as well as bilingual. Courses such as "Puerto Ricans in the Urban Setting," "Politics and Development of the New York Puerto Ricans," and a "Puerto Rican Women's Seminar," focus attention on problems of Puerto Rican communities in the hopes of preparing students for effective community leadership in the future.

One interesting aspect of the Boricua College approach to education is the stress on aesthetic perception. Students are all encouraged to take part in a workshop on visual or performing arts. This is considered an important means of communication and an outlet for expression of feelings related to the environment or personal experiences.

An important part of a student's experience at Boricua is the internship. Employment in such organizations as day-care centers, law firms, newspapers, hospitals, and community development corporations, is incorporated into the program according to the student's interest. Financial problems are thus aided while the student gains working experience. Many students use the money earned during internships to contribute to their family living expenses, while for others it goes towards the cost of the educational program.

Financial assistance to Boricua students is provided from gifts and grants from government agencies, as well as private donors, enabling most applicants to meet the \$3,000 tuition. Boricua has recently obtained a \$375,000 grant, provided by the supplemental budget of the State legislature.

Boricua College is an expanding institution, with a projected enrollment of 700 for next year. Its hope for the future is to expand its facilities and no longer be squeezed into a corner with Twin Donuts and Moon Palace. Even at its present size, Boricua College represents a unique educational alternative for minority groups in New York.

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# Majors

(Continued from page 5)

idea that is "educationally sound and should enrich the student's total experience at Barnard," she added. She describes the special major as being like a "contract." It is expected that the student carry out her part of the bargain.

But, for the students who have petitioned for a special major, the extra effort should be worth it. Karen Rosensweig and Judy Pollak are both Computing Science majors. This is a special major because it is not offered at Barnard and courses for the major must be taken at Columbia.

To do this Rosensweig had to get an advisor at Columbia and go through the special major petition procedure. She said she got involved with Computing Science in high school and liked it. She added that she wouldn't have come to Barnard unless she could do this. She had no problems getting her program approved because she had mapped out her plans early on in her college career.

Maria Umali explained that at first, she was a British and American Studies major but narrowed her special major down to just British Studies, when she realized she couldn't fulfill the requirements for the double special major. She said she considered a lot of different majors and decided on British and American Studies. The idea never got as far as the Committee on Program and Standing but if it did she believes it would have passed with no problems. "If you can make it sound justifiable or academic, then if you phrase it right they'll agree to it."

Another special major is Architectural Planning. Barbara Dziorney decided to major in this through the influence of friends who majored in Architectural Planning. She had to plan her program with what Columbia had to offer and the courses she wanted to take at Barnard.

Of course, the number of options for special majors is virtually unlimited. Anything is conceivable as long as it fits the requirements for approval.

The Program in the Arts is something different. Kenneth Janes, the director of Minor Latham Playhouse said the program is very "flexible." The program works closely with the English department and a major in the theatre arts can be created once other requirements are

fulfilled. The program in the Performing Arts includes music, dance, and acting.

As Professor John Meskill, chairman of Foreign Areas Studies put it, a

special major option is open to all students who want it. He encourages the decision as long as the student is serious in her thoughts and the courses she needs are available.

Thursday Noon Lunch presented by  
Barnard College - November 17th  
Prof. David Robertson      Discussion *Life in the Himalayas*  
College Parlor

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Health Service x2091, 2; Undergrad, x2126

## LECTURE

# Rabbi Zalman Schachter

*Scholar & Practitioner of  
Jewish Mysticism*

**Tuesday, Nov. 15 4-6 p.m.**

Brooks Living Room

*Refreshments will be served*

*All Welcome!*

# Barnard Sportsweek Nov. 14 - 18

All events in Barnard Gym or Pool

### Monday

Archery, Fencing in Studio II 7-9 pm, Field Hockey 9-10:30

### Tuesday

Tennis 7-8:30, Basketball 8:30-10:30

### Wednesday

Track 7-9, Badminton 8:30-10:30, Swimming 8-10

### Thursday

Volleyball 8:30, 10:30, Swimming, 8-10

**Friday, Victory Dinner, 8 p.m.**

For more info: Laney x1056, Liz x1633

## Ragamuffin

(Continued from page 2)

you asked me to sum it up in two words, they are \_\_\_ and \_\_\_.

3. My upbringing had a lot to do with my current feelings about \_\_\_\_\_. Although I would not say I've merely adopted my parents' attitudes. But to answer your question yes, I was influenced greatly by \_\_\_\_.

I am fully prepared to work for a masters degree in \_\_\_\_\_ Studies. I stand on my record, and on my \_\_\_\_.

## Tribute

(Continued from page 5)

Christmas vacation, I ran into the Health Service at 4:20 p.m.—ten minutes before she was scheduled to go home for a well-deserved, month-long rest. Marianna solved my problem in seven minutes flat, and spent the other three minutes assuring me that it had been no trouble. I ran out, grateful, promising her roses when I came back from vacation. I never bought the roses, but I should have. Marianna has my thanks, though, and also the gratitude and fondest regards of thousands of Barnard women. —Julia Lachter

ONE DAY SEMINAR

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Prof. Sylvia Hewlett on the  
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# STUDENT-FACULTY VOLLEYBALL GAME

The Barnard Volleyball Team vs.

Alice Amsden

Peter Balsam

George Brand

Leslie Calman

Sally Chapman

Julia Chase

Hester Eisenstein

George Kelling

Clive Kessler

Susan Lee

Bob McCaughey

Kate Moore

Bob Palmer

Remington Patterson

Richard Pious

Marty Purvis

Jon Reardon

Marian Rosenwasser

Susan Sacks

Pat Samuel

John Sanders

Ted Stock

Dwayne Tananbaum

Tina Yatrakis

**November 22nd, 5:15 p.m., Barnard Gym**

Refreshments will follow the game in College Parlor.

# How to convince Mom and Dad to buy you a pre-paid Trailways ticket home

Check boxes, clip out, mail to parents.

Dear Mom and Dad,

Things are swell here at college except, of course, the food, which is so bad that I'm  down to 91 lbs.  living on salted water  sending samples to the biology lab  hoping you'll buy me a prepaid Trailways ticket home to get a decent meal.

I sure could go for some of Mom's good ol'  apple pie  Riz de Veau à la Financière  blood transfusions  Trailways tickets paid for at your local station and picked up at mine.

Dad, next time we get together, I want to tell you  about my part-time job  how I suddenly realized what a truly wise and magnanimous fellow you are  where I left your car last New Year's Eve  thanks for making this trip possible with a prepaid Trailways ticket.

I also need some advice on  a personal matter  my backhand  where one can hire decent servants these days  how to separate you from a few bucks for a prepaid Trailways ticket.

Got to sign off now and go  to class  to pieces  drop three or four courses  to the Trailways station to see if anyone sent me a prepaid ticket to get out of here for the weekend.

Love,

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# Questionnaire on student attitudes

finis

**Bulletin** would appreciate it if, on a separate piece of paper, you would write your comments on some or all of the following questions. Please return them to the **Bulletin** office (107 McIntosh), or to 315 Brooks Hall. The results of this survey will appear in the Dec. 5th issue of **Bulletin**.



photo by May May Gong

What do you like the most about Barnard?  
(Academics? Social life? City life?  
All of these?)

---

Have you ever thought of transferring?  
If so, when?

---

What do you dislike the most about Barnard?  
(Academics? Social life? City life?  
All of these?)

---

What sort of adjustment problems  
(if any) did you encounter during your  
freshman year? How could these  
problems have been avoided?

---

If you had a choice, what would be the  
first thing that you would change  
at Barnard?

---

Are you pleased with the education that  
you are receiving at Barnard?

---

*Please indicate your year of graduation, and  
whether you are a commuter or a resident.  
You do not have to include your name.*

# Volleyball

by Mary LaRocca

After a disappointing 5th place finish in the Ivy League Championship at the University of Pennsylvania, only having defeated Harvard and Brown, the Barnard Varsity Volleyball team returned, ready to avenge their poor performance.

The week began for the team by playing two "best out of three" matches at Fordham University on Tuesday November 1st. They defeated Kean College in the first match in two straight games, and then defeated Fordham University in two out of three games, all of which were close.

Thursday night, they played at home against Hofstra University. Before a near capacity crowd of 75 in the Barnard Gym, the teams played a long grueling match. Barnard triumphed, winning three out of the five games played, and was then prepared for their most difficult match at the district tournament held at Staten Island College over the weekend. Seventeen teams participated in the tournament.

The first match was against Hofstra. Hofstra retaliated for their defeat the night before by defeating Barnard in two straight games by scores of 15-9, and 15-7.

Later that night the team faced Brooklyn College, and came back from their slump to defeat them in two straight games 15-7 and 15-11.

On Saturday the team played C.W. Post College and won 15-8 and 15-10, and Fordham, winning 15-13 and 15-7, thus advancing to the finals.

In the finals they faced a tough New York Institute of Technology team. The first two games were split by the teams 15-9 and 13-15. In the third game, Barnard's hope for the championship seemed all but lost as New York Tech took a commanding 8-0 lead. But with their never say die attitude, Barnard managed to score nine straight points, five of which came on the outstanding serves of Sydalphi Aiken, '79 and the outstanding spikes made by Zenta Bataragg '81 and Diana Wood '80. The team eventually won 15-11, thus earning the title of New York City Volleyball Champions.

Last weekend the team traveled to Siena College for the New York State Association for Interscholastic Athletics for Women Championships with the hope of gaining another championship.

## Two Pre-Professional Programs THIS WEEK

### 1. Pre-Law Students:

Workshop with the Reid Lecturers:  
Copelon & Stearns  
Tues., Nov. 15 10:00-11:30 a.m.  
Women's Center

### 2. Pre-Meds, Etc.:

"Women and the Professional School Interview"

Simulated interviews and discussion by a panel including members of Barnard faculty and administration and a Cornell Medical School professor.

Thurs., Nov. 17 3:30-5:00 p.m.  
College Parlor

## "An Introduction to Spanish American Literature"

by Carlos Fuentes

A Gildersleeve Series Public Lecture

**Tues., Nov. 15 at 4 p.m.**

Lehman Auditorium, Altschul Hall

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