



John Sanders, Chairman of the Geology Department, shows a crowd of listeners a sample of Hudson River sediment at the Thursday noon lecture series last week. The Hudson River has been contaminated with some 630,000 pounds of a toxic substance known as polychlorinated biphenyls (PCB), according to Sanders. Sanders heads the State Advisory Committee to clean PCBs out of the Hudson River. Use of PCB is now outlawed, but the fish in the Hudson River have been contaminated beyond use for human consumption and humans may suffer from "long-term, low-level" exposure, according to Sanders. Furthermore, the bottom sediment acts as a "constant source of PCBs to the entire river system," he said. Sanders emphasized the importance of cleaning the Hudson River by saying that it may become New York's main water source if we suffer a predicted drought 1982 through 1984.

Bulletin Photo by Jessica McVey

COI Contemplates Math Requirement

By Angela Wortche

The Committee on Instruction is currently weighing the benefits of imposing a math requirement on all Barnard students.

This possibility has been under discussion for several years, according to Dean Barbara Schmitter. Recently the Committee on Instruction has had some "heated discussions on the subject," said Schmitter. "The course would encompass areas from statistics to computers," explained Schmitter, "and would deal with numerical values and graphs."

Some Barnard students approve of the idea of a math requirement and feel it would be necessary and useful, while others are shocked at the suggestion. "It would be unfair to those students who lack mathematical ability but excel in other areas," states freshman Maria Campbell.

"Barnard has an English requirement, a language requirement and a science requirement, and we're trying to explore how students would benefit from a math requirement," said Dean Wendy Faurey, chairman of the committee.

Faurey said that there is today an increased need for comprehension of computer data and . . . statistical information." She explained that it is currently possible for students majoring in fields like English or Greek to graduate without being able to use even "rudimentary math."

Current discussions are "indefinite" and "complicated" because Barnard does not have much of a math department, as Barnard's one tenured math professor is currently on sabbatical, said Faurey.

Although many consider a math requirement useless, some of the committee members feel it is important for women to overcome the problem of math anxiety. "It isn't right to let people be frightened of quantitative skills," commented Schmitter. "The career services feels students that lack these skills are at a disadvantage in the job market."

If the committee is successful in instituting a math requirement it would not be retroactive. Only incoming freshmen would be involved.

110th St. Leases up for Renewal

By Jan Ancker

Barnard is currently considering whether to renew its contract for apartments at 601 W. 110th St. An element of this determination is a letter sent by Barnard students housed at 110th Street praising the rooms there.

The College's 110th Street lease "runs through this summer," according to George Gatch, Director of Residential Life. President Futter is now studying the contract question and has been sent a copy of the residents' letter, according to Gatch.

The idea for sending the letter came from five Barnard students residing at 110th Street: Grace Dodier, Julia Lisella, Jimena Martinez, Cindy Parent, and Françoise Nouaille-Degorce. They wrote the letter on February 17 and then got "about thirty" signatures from forty-seven Barnard students housed there by the College," said Nouaille-Degorce.

The group's main purpose was to bring attention to "the desirability of this building as Barnard housing," as stated in the letter. The residents at 110th Street have not been notified that the College's lease ends there this summer. Therefore the letter was not a direct request for renewing the contract.

Dodier said she viewed the letter as a notice of the building's good points as well as a mention of its bad points. She said the letter contains a request to meet with the Director of Residential Life because "there are improvements that could be made."

The contract's termination this summer is known to the residents there as "a rumor," according to Nouaille-Degorce. She said she knew of its truth and hoped that the College would take note of the letter's praise of the apartments.

In addition to this personal recommendation, they hoped to change "the inaccurate picture of the living conditions" at 110th Street, as the letter stated. "This building has a very bad reputation," said Nouaille-Degorce. "A lot of students felt if it's below 116th Street, it's dangerous," she said.

The letter's five writers wanted to

change this image because, as Nouaille-Degorce said about the building, "it's not at all unsafe." She said that the recent security measures have helped to relieve the residents' "unease."

The request to meet with Gatch has not yet been answered, said Dodier. Gatch is awaiting Futter's decision about renewing the contract and said that "one of the things in making the decision" will be a consideration of the residents' letter. Gatch said "nothing has been determined yet."

Barnard's contract for space at 70th Street ends May, 1981. The College will not

renew this contract because "it's too far from campus," said Gatch.

There are currently fifty-seven Barnard students residing there, Gatch said. They will be provided with other Barnard housing. She said the College has "enough" housing for these arrangements.

One possibility is the building at 49 Claremont Avenue, which Barnard recently purchased to convert into a dormitory. According to Gatch, there will be 131 students housed at this location. At this point, there are no specific plans for relocating the students from 70th and 110th Streets, she said.

BC Students' Financial Aid in Jeopardy

By Jeannette Walls

Three changes in financial aid policy have been tentatively reached by members of the Barnard Financial Aid office in an effort to stretch a seriously threatened budget.

The changes, if approved by Barnard President Ellen Futter, will effect students who don't get funds as freshmen, foreign students and the description of financial aid in the Barnard Catalogue. The changes were developed by the members of the Financial Aid Office and approved by the Barnard Representative Council's subcommittee on Financial Aid earlier this

month, according to Daphne Tzar, a member of that committee.

No date was given for the presentation of the recommendations to Futter.

Suzanne Guard, Director of Financial Aid, was not available for comment.

The group most widely effected would be those students who apply for financial aid in their freshman year, but are told that they will not be able to be considered for Barnard funds until the following year. Under the proposed change, these "no-funds freshman" would not be given allocations in their first or second year. Barnard grants would be available only in their

junior and senior years.

About 50 no-funds freshman are accepted each year, some 30 of whom attend the college, according to Tzar.

The second proposal suggests that foreign students no longer receive full financial aid. Tzar explained that students from foreign countries sometimes apply to Barnard without any outside financial resources. "We're talking about a full \$10,000 grant here," said Tzar. If approved, the new policy, would particularly affect students from Communist countries who are unable to remove large sums of money from their nation, according to Tzar. *Continued on Page 2*

Essay: El Salvador... Playground for Ronnie?

By Miguel de la Carrera

Recently, Under Secretary of State for Political Affairs Walter Stoessel told the Senate Appropriations Committee that the Reagan administration wants to provide the Salvadoran junta with an additional \$150 million in economic aid and \$6 million in military aid for the next two years because "last summer and fall, far away Vietnam; Ethiopia and some Eastern European countries joined Cuba to take the initiative to transform an essentially domestic conflict in Central America into an international confrontation." (*The New York Times*, March 4, 1981).

Critics of Stoessel's request call U.S. intervention in El Salvador "another Vietnam," a comparison the Reagan Administration has repeatedly rejected. At a news conference on March 6, Reagan said, "I don't believe it is a valid parallel. The situation here is, you might say, our front yard." He added that the U.S. was simply responding to a call for aid from a friendly, neighboring country in order to halt the "infiltration into the Americas" of terrorists and outsiders "who aren't just aiming at El Salvador but... at the whole of Central and possibly later South America and I'm sure, eventually North America" (*The New York Times*, March 7, 1981).

In short, President Reagan's analysis is that the El Salvador is not as Vietnam's was because the country is physically closer and because this time, the U.S. is the last domino. This view, borrowed from Hudson Institute researcher Constantine Menges, is, in fact, much like the U.S. justification for its role in "far away" Vietnam. In the 1960s, the U.S. asserted that it went in to help out a friendly government to keep the dominoes of Southeast Asian "democracy" from falling into the hands of the "international communist movement" because it was in the interest of our "national security" to do so.

The parallels with Vietnam are extraordinary. The U.S. was financing most of France's unsuccessful military effort to regain colonial control over Vietnam in the 1950s, before the puppet government in South Vietnam was established. In the early 1960s, the U.S. began sending in military advisers, "land reform" specialists, and Green Berets. When all these efforts failed, President Johnson sent 500,000 U.S. troops to try snuffing out the Vietnamese revolution. Until 1976 the government kept saying that we were on the verge of a breakthrough.

Parallels between the early years of the U.S. buildup in Vietnam and its escalating involvement in El Salvador are already evident:

(1) As columnist Mary McGrory said February 22 in the *Washington Star*: "Captured documents. Remember captured documents? We ran out Vietnam policy on them." They told us just what we wanted to hear." Ex-CIA spook Philip Agee has described at length in his book *Inside the Company: CIA Diary* how he regularly fabricated documents to provide justifications for U.S. machinations in Latin America.

(2) The Administration is saying that the purpose for its heavy support of the hastily assembled land reform program is that it is intended to win the "hearts and minds" of the peasants away from the guerillas. Aside from the fact that this suggests that the peasants, in fact, support the guerillas, this was the same objective guiding the many U.S. land reform programs in

Vietnam.

One program, the Land for the Tiller program, was designed by Roy Prosterman, now a law professor at the University of Washington. The true motive of the Land for the Tiller program can be found in the title of an article Prosterman wrote for the *Cornell Review* in 1967: "Land Reform in Vietnam: A Proposal for Turning the Tables on the Viet Cong." Prosterman is also the author of the program by the same name in El Salvador. Just as the program in Vietnam was, it too is a counterinsurgency scheme.

(3) Many of the leading participants in this conflict, such as Secretary of State Alexander Haig and the unofficially designated Under Secretary of State for Inter-American Affairs, Thomas Enders, earned

the next day by the commencement of the land reform program.

The Salvadoran junta, with U.S. support, was seeking to employ a technique of counterinsurgency theory, embodied in Vietnam in the Strategic Hamlets and Agroville programs among others. The idea is to protect the peasants and deny guerillas access to them (and vice versa) by setting up agricultural units that the military can control directly as well as engaging in heavy bombardment of guerilla-controlled areas causing them to flee en masse toward government-controlled zones, thus denying the guerillas food, shelter and possible recruits.

The guerillas have no air force of their own for aerial bombing.

This technique has, so far, provided the

"American Lake" [the Gulf of Mexico and the Caribbean] (*The New York Times*, February 23, 1981).

The U.S. has engaged in direct military intervention at least once in El Salvador, Guatemala, Nicaragua, Mexico, Cuba and the Dominican Republic over the past fifty years. There is no reason to believe that the U.S. will not seek to regionalize this conflict in the hopes of toppling the governments of Nicaragua, Grenada and even Cuba.

Nicaragua is taking the U.S. government's rhetoric seriously because it is currently engaged in a rapid militarization of the country in what Deputy Under Secretary of State for Inter-American Affairs John Bushnell conceded was a "defensive" buildup (*The New York Times*, March 13, 1981).

A story in *The New York Times* on March 17, reported that 600 ex-Somoza National Guardsmen are training in camps in the U.S. together with right-wing Cuban refugee groups for action in Central America and the Caribbean. Although those interviewed denied any recent contact with the CIA, one was quoted as saying, "We're ready to go anywhere the United States sends us to destroy Communism."

As to who the real outside aggressors in Central America are, it is worth noting the statement by Representative Barbara Mikulski following the return of the Congressional fact-finding group: "Our weapons are being used to kill people, commit horrendous atrocities... in many ways, we are the threat in Central America." Former Ambassador Robert White warned the Administration recently: "You are buttressing some of the world's most violent men." (*The New York Times*, March 8, 1981).

On the other hand, Cuban policy on military aid is probably contrary to State Department and CIA claims, similar to what it was with Nicaragua. As Fidel Castro told the Sandinistas: "The best aid we can give you is no aid." He meant that for Cuba to give the Sandinistas military aid would be to afford the U.S. with the pretext it was seeking to intervene on behalf of Anastasio Somoza or a more compatible successor.

The New York Times noted on March 8 that the Reagan administration was rapidly "improving ties to Latin Rightists" by inviting the top military brass of Chile, Brazil and Argentina for high-level talks in Washington this month. It observed that these visits were "little publicized."

On March 12 John Bushnell, Deputy Assistant Secretary of State for Inter-American Affairs, told reporters that "We have moved into a period which is looking very favorable and so it may be we have to go through a period in which there is not much news until we can have a more reasonable time to make a judgement."

For those concerned with this "test issue" of U.S. foreign relations becoming a counterinsurgency operation in a war in which all sides agree a "quick end is unlikely" (*The New York Times*, March 1, 1981), there are things to be done.

There will be a rally in front of Low Library from noon to two on Tuesday, March 24 to protest U.S. support for the Salvadoran junta and to mourn the assassination of Salvadoran Archbishop Oscar Romero.

For further information, contact CISPE at 280-5436 from two to four p.m. weekdays or leave a message at 106 McIntosh.



"If our military advisers aren't successful, we bomb Hanoi and mine Haiphong; then we defoliate Danang and Hue and we set up strategic hamlets here around Saigon."

Dennis Henault
The Sacramento Bee

their stripes in Vietnam. Neither know much about Latin America, unlike career foreign service officer and ex-Ambassador to El Salvador Robert White, who was recently dismissed.

(4) The effort of the Reagan administration to depict the situation in El Salvador as the result of an international conspiracy and not that of an indigenously rooted conflict recalls the U.S. government's official attitude toward the conflict in Vietnam.

(5) There has been some reporting on the more than 100,000 Salvadorans who have fled the country and the half million who have been resettled in refugee camps within the country but not much explanation of "why" except for the rote observation that there is violence in the countryside. The refugee problem is inextricably linked to the declaration of a State of Siege on March 5, 1980, which was followed

Salvadoran National Guard with an effective means of occupying and controlling much of the countryside. The Reagan administration says the guerillas are equally responsible for the terror in the countryside. A Congressional fact-finding group that visited refugee camps on the Honduran side of the Honduras/El Salvador border in January said, "In no case did the refugees spoken to by the Congressional group report that they had been attacked or harassed by the guerilla forces, despite repeated questioning."

(6) Just as the war in Southeast Asia was regionalized by Henry Kissinger's secret war in Cambodia and Laos, Edwin Meese's threat that the U.S. "does not rule out anything" with respect to the actions it may take against Cuba should remind us all of how the U.S. has traditionally regarded the other countries with shores on the

Essay: Back In The U.S.A.

By Peter Johnson

They made a quiet entrance, for a change. There were no waving flags, no exultant cheers and no brass bands as Barry and Barbara Rosen strolled down the tree-lined College Walk of Columbia University, last week.

Barry, hostage of the Iranian government for the now familiar 444 days, and his striking wife, Barbara, hostage of the press for just as long, had come back to Columbia. Barry, to renew his studies and complete his doctorate. Barbara, to be the wife of a struggling student. Each of them picking up where destiny had let them off.

Last Thursday, a cold and sunny day in March, President Michael Sovern announced the beginning of a \$3 million fellowship program for promising and talented Columbia students. Barry Rosen, promising and talented American hostage, first registered in the Graduate School of Arts and Sciences in 1970. He earned the M.A. in 1974 and the M. Phil. in 1975. He became press attache to the U.S. Embassy in Teheran in November 1978. For months the promise and talent of Barry Rosen seemed doomed to die with the man in a steamy Iranian version of Dachau.

What better choice could there be for the first Presidential Fellowship than the talented and promising American hostage, Barry Rosen. As Mike Sovern beamed, "Barry Rosen was our choice for obvious reasons."

Barry Rosen, Barbara Rosen and Mike Sovern smiled and chatted for the motor driven whirr of a New York Times photographer. Fred Knobel, friendly and talented Columbia press man made sure the lighting was just right in the stately Faculty room of Low Library, as ABC technicians fiddled with their electronic wizardry. Reporters from the Daily News, Columbia Daily Spectator, and other publications, crowded around the trio.

Barbara Rosen tried to force a smile as a young radio reporter with a deformed microphone, asked besieged Barry Rosen, a question he probably was never asked before: "Is it difficult readjusting to home?"

He gulped, trying not to notice the microphone thrust in his face and answered in the calm, measured almost professorial tones that America has come to admire so much.

Like the teacher that he once was, (he taught a course in Iranian culture in the early 1970's here at Columbia) he answered the student journalist without a trace of hostility and disapproval. And the dream of every journalist—he spoke in full, grammatically correct sentences. Barry Rosen seems to be a man devoid of any anger.

More questions. More answers. A correspondent from ABC News ambles up to the couple and acts friendly and cordial,

nevertheless, noting every word the two said, on a crisply pew reporter's notebook.

Barbara Rosen, wine'd, dined, and plied by the press for so long seems upset by the questioning. "I haven't liked some of the things I've seen in the paper." About her husband's future she says, "He's not going anywhere. He's staying with me, right here."

Right here, is a spacious apartment, in a Columbia University owned building. Some sources say it's a sprawling place on Claremont Avenue.

But Barbara Rosen is mum on the word. And understandably so. "I'm not going to tell you where we're going to live." The Rosens have two young children.

Later the tension eases. Talk is of a recent vacation with Barry and the children to Puerto Rico, San Juan, Dorado Beach and the Governor's personal mansion for a seven day breather in the Caribbean.

In the sedate halls of Low Memorial Library reporters sip coffee and munch on finger sandwiches. Barry Rosen wipes his sweating brow and good naturedly handles the questions which focus on everything from his weight, to his political ambitions (none, he says) to his dissertation tentatively titled: "A Cultural History of Iranian Plateau, 1977-1980."

"I'm still attached to the same subject, Iranian culture. And for some reason I can approach the subject without anger."

"I'm very happy" he says. "Really, I am," he says. The questions get back to world politics and he begs the audience to get back to the subject of the well organized press conference, the Presidential Fellowship.

A Spectator reporter whiz kiddingly mumbles something about Columbia College's new policy on incompletes. No one understands or cares about the question, least of all Rosen. A lean well coiffed reporter from ABC glares back.

But Barry Rosen is not angry. The questions, the crowds, the glare of the flash. But he is not angry.

I welcome him to Columbia saying it is a pleasure and an honor to have him back. He smiles his modest smile, and looks up at the ceiling, perhaps wondering how he got himself into all of this.

The questioning ends and Barbara Rosen, gathers their coats and they walk through a group of touring parents in the Rotunda. No one notices them. Thank God, for small miracles.

Barbara Rosen calls public appearance "sometimes awkward." Barry Rosen likes movies but finds it difficult to go because of his well known face.

But Barry Rosen is not angry. He is already hard at work on his doctoral dissertation and can be seen from time to time in the Butler stacks, maybe

looking, for some cultural or historical Iranian missing link that will explain away his long captivity. "I think he was over at the library this morning," says Barbara.

The offer of a fellowship to Rosen was first made in January 1980 in a letter from then Columbia President Bill McGill in the hope that the offer would give the Iranian student militants a reason to free him. Mr. Rosen wrote back that he would be "proud and happy to accept the fellowship

when the nightmare ends".

For Barry and Barbara Rosen, the nightmare has ended. This week they begin a new adventure where the harshest penalty is a fine on an overdue book, the greatest inconvenience waiting on a registrar's line. A new adventure where the only photograph is not on a Farsi wanted poster but on a Columbia University I.D. card, and where the greatest pleasure is a sunny Spring walk down Broadway with your wife in hand and your children in tow.

The Real Essentials

SCAVENGERS
The Office of Commuter Affairs, BHR Dormitories, and Commuter Action are bringing commuters and residents together for a weekend-long Scavenger Hunt throughout New York City beginning Friday, March 27, from 1 to 6 p.m. The program will begin with a dinner and a Southern rock band in the BHR courtyard. Prizes will be awarded to the most successful team of scavengers on Monday, March 30. To sign up and receive further details, stop by the Commuter Affairs Office, 208 Mcintosh (x3040).

WANTED:
The following students are urged to see Ms. Reading, Office of the Registrar, as soon as possible: Cathleen Allen, Bonnie Agnowitz, Kelly Bolton, Lilly Burszjan, Paula Cornacchia, Pamela Curran, Sarah Francis, Susan Frielich, Diane Giardino, Laurine Garrity, Gabrielle Gosselin, Laura Hansen, Yvette Hellman, Maria Holcomb, Jacqueline Honig, Zia Jaffrey, Judith Karl, Elizabeth Koch, Marie Maruche, Belen Moreno, Elizabeth Ochoa, Lisa Pitts, Amy Poe, Elizabeth Pressel, Leeann Rubenstein, Frances Rudner, Laura Samerson, Lorraine Santhay, Jeanne Sottile, Malory Tacher, Amy Williams, Rachel Williams.

HONOR PROFESSOR SEGAL AND FRIEND THE EMILY GREGORY AWARD DINNER ON THURSDAY MARCH 23 Call 2128 for information.

Vital information provided by the Student Service of CBS as a paid announcement.

Aid

Continued from Page 1
money saved by excluding such applicants would go to fund domestic students, according to Tzar.

The final alteration would mandate that, for the first time, the criteria for financial aid recipients be printed in the Barnard Catalogue. Marcia Sells, President of the Undergrad, indicated at a Representative Council meeting that this may help reduce the amount of non-eligible stu-

dents applying for financial aid.

Sells also commented that the previous changes were necessary because the amount of money Barnard is currently giving students doesn't always "correlate with the increased costs" and doesn't compensate the "various cuts in other (financial aid) programs"—such as the Basic Educational Opportunity Grant (BEOG) and the Tuition Assistance Program (TAP), both of which have suffered cuts recently.

EXPERIMENTAL STUDIES PROGRAM

★ OPEN HOUSES ★

Monday, March 30

12:00-1:30

Tuesday, April 7

Sulzberger Parlor, 3rd floor, Barnard Hall

- For students planning internships & independent projects for Fall '81.
- Students currently in the Program will talk about their projects.

For further information, contact,
Dr. Joan Dulchin, Director
Experimental Studies Program
8A Lehman Hall, Ext. 5481, 2159

REFRESHMENTS

Experimental Studies Offers an Alternative Program

By Susan Valente

"The Experimental Studies Program provides students with the opportunity to expand and enrich their education through independent projects, internships, interdisciplinary studies, and other innovative approaches to learning."

So reads the opening for the course description of Barnard's Experimental Studies (ES) Program. However, the program encompasses much more than any single sentence could explain.

Developed in 1969, the program, then known as "The Experimental College" because students in the program lived together, was a response to the call for alternatives in education and greater freedom for students to explore and "do their own thing." The program has since evolved into one that is very in tune with the needs and abilities of the '80's student.

Students in the program, directed by Dr. Joan Dulchin, do essentially two things: they work, throughout the semester, on a project of their own choosing, and meet each week in a seminar, conducted by Dr. Dulchin, in which they discuss their projects and issues which arise in regard to them.

An endless variety of projects is available to those in the ES program. A student is limited only by his own interests, talents and imagination.

Students can arrange an internship-type project, an interdisciplinary research project, a project aimed toward learning a specific skill, or any combination of these. And they have.

A list of recent projects undertaken by students is impressive. Students have written case studies for a public health dentistry course, researched the Cold War for a documentary film, explored the connections between poetry and photography, studied the New York video community, published a magazine on Venezuela for a United Nations newspaper, done medical illustration, evaluated manuscripts with a literary agent, translated Spanish documents for the international League for Human Rights interned at New York Magazine, worked with developmentally delayed children, and more.

These projects cover a broad range of interests, many of which are career oriented, and a number of which are not. Students use the course projects, especially internships, to define career goals and

to gain experience. However, quite a few choose projects only in something in which they are interested, but might not otherwise get a chance to do, either in or out of college. Projects then might be term-time internships, a research or other type project on an already-completed internship, taking a class, or any individually tailored learning experience, subject to the approval of Dr. Dulchin and the ES Committee (The Committee members are Professors Peter Balsam, Annette Baxter, Dennis Dalton, Barbara Novak, Jeannette Roosevelt, and Barry Ulanov.)

ever been turned down.

Students in the program make large investments of time and energy. Those taking internships and classes often edify their work with outside reading and research. The three point course, then, is not a "free ride," but students rave about the program, often saying they do not mind the work, because they enjoy it. It is a change of pace from regular course work. Many students opt for taking both semesters, ES 1 and 2, especially since they need not be taken consecutively or in order.

Students have had very varied experi-



Joan Dulchin

Bulletin Photo by Andrew Cyttron

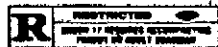
"IT'S EXCITING, YOUR PULSE QUICKENS, YOU JUMP OUT OF YOUR SEAT... 'EYEWITNESS' IS A MUST."

Joel Siegel, WABC-TV



EYEWITNESS

TWENTIETH CENTURY-FOX PRESENTS A PETER YATES FILM
WILLIAM HURT · SIGOURNEY WEAVER · CHRISTOPHER PLUMMER
"EYEWITNESS" and JAMES WOODS · Produced and Directed by PETER YATES
Written by STEVE TESCHT · Music by STANLEY SILVERMAN · Associate Producer KENNETH LITT
NEW YORK THEATRE



A TWENTIETH CENTURY-FOX

NOW PLAYING
AT A THEATRE NEAR YOU

Students decide on and set up their projects with the advice of Dr. Dulchin and at that time agree on how they will document what they learn. Suggestions for documentation, which appear on the project proposal form which each applicant must complete, include writing a paper, keeping a journal of either activities and observations or responses to readings, developing a portfolio (of writing, drawings, photos, etc.), and giving a performance.

Often, more than one of these methods will be combined, a popular combination being a paper, and a journal, a frequent choice especially among students doing internships. The methods of documentation are developed in relation to what the project entails as well as what the student hopes to gain from the experience.

In addition to choosing a means of documentation, the student chooses a faculty sponsor, usually from Barnard, but from other divisions of the University when appropriate. The student then meets with the sponsor periodically, usually every two weeks, during the semester. However, there is flexibility, as meeting frequency is determined by student and sponsor, and dictated by the type of project the student is doing.

Sponsors often go over journals, look through portfolios, and advise students on particular aspects of their projects. Sponsors are invaluable to the ES program. Some students insist that their sponsors make the projects worthwhile since they have so much valuable, pertinent information and talent to share.

Dr. Dulchin often helps students select appropriate faculty sponsors, and faculty members seem to be most willing to work with students. No student's request for a faculty member to be his sponsor has

ences in the program. Mindy Rosenbloom, who described the program as "fantastic," is working with biostatistics in cancer research at Mount Sinai Hospital. She has already been accepted to medical school, so her ES experience was not focused on choosing a career. Instead, she is learning a "great deal," getting a head start on what she will be learning in medical school. That includes not only research, but everything from "hospital rules" to "how to deal with illness" to becoming "familiar with patients" to what the "life of physician" is really like.

Mindy works six hours at the hospital each week, seeing patients and doing research, and also works on developing her statistics skills. Under the guidance of her statistics professor-sponsor, Mindy is gaining proficiency in statistical research. Through the data, she is trying to develop a means of earlier detection or better diagnostic procedures for cancer.

Susan Lifsey emphasized the values of the faculty adviser in the program. She works as a volunteer at the International Indian Treaty Council of the United Nations, and her adviser is Political Science Professor Dennis Dalton. Though Susan is more interested in the anthropological than political issues of her project, Professor Dalton has been most helpful. In her words, he is "doing a great job."

Susan works at research and development at their office, and is both learning about the Indian situations and gaining valuable experience in the small office.

As documentation for her project, Susan is writing a series of articles on pertinent Indian issues and has set up as a goal for herself "press coverage of the issues." She hopes to publish her first article in

Continued on Page 8

Turner Watercolors Exhibited At New York Gallery

By Valerie Bottenus

All artists have their admirers, and all but a few their detractors. This fact is one of the things that makes the work of J. M. W. Turner (1775-1851) extraordinary, because one would be hard-pressed to find someone who could honestly state that he dislikes Turner's work. Perhaps this sounds emphatic, but it is my feeling that almost anyone would have to admit the magnificence of Turner's vast output.

The Turner aficionado might be surprised to learn that the "greatest of the British landscape painters" (according to *New York Times* art critic Hilton Kramer) was an equally, if not more prolific, watercolorist than oil painter. His watercolors and drawings alone number more than 19,000—a portion of which is now on view at The British Art Center at Yale in New Haven, as well as at the Castelli Feigen

Corcoran Gallery here in the city.

Too often considered first for his oils, it is unfortunate that Turner's brilliant watercolors have been neglected. These two shows, therefore, are significant for the rare glimpse they provide of another side of this artist's sensitive personality.

Turner, like other masters, went through stages in his work. Upon entering the first room of the New Haven exhibit, the viewer is presented with his earlier watercolors, which are marvelously realistic renderings of some of the most sublime landscapes, sea scenes, and evocations of pure light ever executed.

Indeed, "Turner and The Sublime" is the only appropriate name that this show could have been given. It is like seeing Wordsworth in paint. Like this romantic poet, Turner sought to capture and convey the very essence of nature at its most grandiose point: when it no longer seems

something of this earth, and instead becomes a religious experience. Nowhere can this better be seen than in his clouds that part just after a storm, emitting glorious rays of the sun that bathe the entire painting in light. His rainbows, reflections across water, and erupting volcanoes are all magnificent yet puzzling, because Turner gives not the slightest suggestion of where this effusive radiance begins and ends. No edges are apparent, so that the light simply is there, enveloping all that it touches.

As a timely accompaniment to the New Haven show, the gallery of Castelli Feigen Corcoran at 1020 Madison Avenue is offering thirty drawings and watercolors for view that Turner executed in the years 1828-1850. The over-all effect is rather different from the overwhelming display of color and exactitude seen before, yet is equally pleasing on another level. Here it is almost a relief to contemplate these much

smaller, more delicate and subdued scenes. They are sketches of his numerous trips abroad, as well as of the British coast, Kent, and Canterbury. A few are in watercolor, but now the shades are softer and quieter, and a number utilize only a grey wash, heightened judiciously with white chalk. Still others are done in pencil alone, and demonstrate his talent for synthesizing relatively indistinguishable, oddly-shaped strokes to form a harmonious whole.

The Yale Center for British Art is an hour and 40 minutes from Grand Central by train (well worth the trip), and will be hosting "Turner and The Sublime" until April 19th.

The Castelli Feigen Corcoran gallery will continue their Turner exhibit through April 25th. They are open Tuesday through Saturday from 10-6.

"No Smoking" in Classrooms Favored by Many

By Ava Chien

During a history final, the girl next to me lit a cigarette. The room was packed and I could not move. When three other people started to smoke, I asked the professor to request the class to stop smoking. I explained to him that the smoke irritated my infected eyes and I could not see. He promptly asked me to take the test out of the classroom.

Having close friends who are heavy smokers, I understand one's dependency on cigarettes. But in most of the statistical surveys and scientific reports I have combed through, studying the effects of habitual smoking, smoking has been proven only hazardous to smokers. According to the American Cancer Society, the following are good enough reasons for not smoking:

1. SMOKING IS THE LEADING CAUSE OF LUNG CANCER.

A smoker has ten times more chances of getting lung cancer than a non-smoker. The rate of lung cancer deaths increases as cigarette use increases.

2. SMOKING IS AN IMPORTANT FACTOR IN DEATH FROM HEART DISEASE.

Smokers have twice the risk of death from coronary heart disease than a non-smoker.

3. SMOKING IS A CHIEF CAUSE OF CHRONIC BRONCHITIS.

Chronic bronchitis is an inflation of air tubes in the lungs.

4. SMOKING HAS BEEN RELATED TO INCREASES IN SICKNESS AND ABSENTEEISM.

Smokers get sick enough to stay in bed more often than non-smokers. Smokers lose more time from work.

5. SMOKING ENDANGERS YOUR SAFETY.

About one out of eight fires is related to careless smoking AND heavy smokers have poorer night vision, a major driving hazard.

6. SMOKING IS A PERSONAL POLLUTION.

The smoker who pollutes the air is infringing on the rights of non-smokers. He is also a potential health hazard to the non-smoker.

*General air pollution may contribute to an increase of the risk of lung cancer and fatal heart attacks among smokers. This is

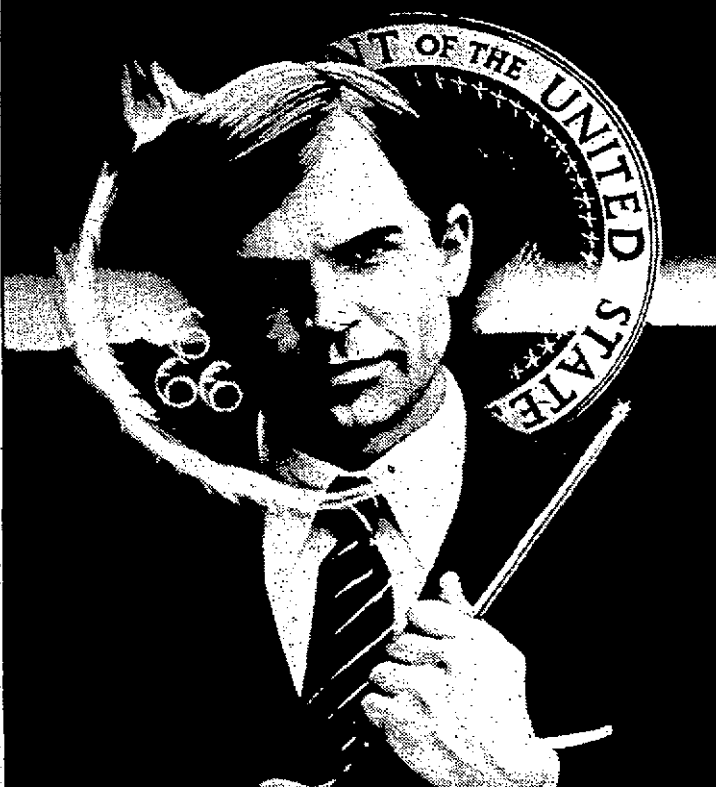
especially applicable to residents of New York.

In paragraph 181.17(b), section (f) of the Health Code of the City of New York, smoking or carrying a lighted cigar, cigarette, or pipe is prohibited except when the owner or person-in-charge designates an area where smoking is permitted, consistent with rules of the Fire Department. Such an area will not consist of more than twenty percent of the classrooms or lecture halls. Signs indicating that smoking is prohibited must be conspicuously posted. A violation of this Health Code is a misdemeanor and a monetary penalty may be imposed. Since I have never heard of the smoking permitted in twenty percent of the classrooms on this campus, I asked Barnard's "person-in-charge" to make a ruling reaffirming that smoking may not be permitted in Barnard's classrooms. After writing to President Futter on this issue and receiving a favorable reply, I received news that in the next Faculty Newsletter, the administration reminded its faculty and members that smoking will be prohibited in Barnard Classrooms.

Many Barnard students, both smokers and non-smokers alike, also agree to see smoking banned from classrooms during class hours. This was proven true in a study done at McIntosh Center before the vacation. In this survey, seventy-five percent of Barnard students polled supported abolishing smoking in classrooms during class. The remaining twenty-five percent were opposed to this idea. Of these twenty-five percent, about half added that they would like to see smokers put out their cigarettes when asked to do so. The other half of the "opposed to no smoking" group thought that smokers should have the right to smoke, anytime and anywhere they so wish. Of the twenty-five percent two-thirds were smokers and one-third non-smokers. Of the seventy-five percent who wished to see smoking banned from school, ten percent were smokers. It is consoling to know there are still considerate smokers in our world.

As the above informal study shows, a majority of the Barnard student body polled supported the view that smoking ought not to take place in an enclosed room, while others are compelled to remain in the room. Everyone, even smokers, is entitled to clean indoor air.

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Sports

Nobody Asked Me, But...

The Quiet Man

By Mary Witherell

He has been called "unapproachable" by some; others think he's extremely perceptive. He's coached his team to an 11-5 record one year and a 3-13 record the next. He's a mystery even to people who know him well.

He's Semyon Brover, the fencing coach.

Brover is difficult to describe because he's so unlike any of the other coaches, or any American, for that matter. Born in Kharkov, Ukraine, of the Soviet Union, Brover has only been in the United States three years, and at Barnard for two of the three. In that time, he has seen his fencing team place tenth in the National championships, and then quit. He has had to deal with internal strife greater than that of any other coach. He has had to recondition himself to how to deal with beginning fencers and, most importantly, has had to learn how to deal with Americans.

"It takes a while to get used to another culture," said Brover. "You feel culture shock because there is such a great difference in culture, which is much more than just language. That you can learn quickly, can make yourself understood at least, but it takes many years to become adjusted to another culture. I still don't feel comfortable; of course, I feel great compared to how I used to feel, but it takes time."

Unfortunately, this process can be painful both for the person going through it and for those who don't understand the difficulties he's having.

Last year's fencing team is such an example. Brover said that he coached fencing at intermediate and advanced levels in Russia for ten years prior to coming to the United States. As a coach, he said that he would hold team meetings after competitions to go over with the athletes what they had done incorrectly or correctly. Many

want to work with his beginning fencers, which made the beginners feel that they were not cared about.

Brover feels that he didn't have a team, but a bunch of individual fencers. The result of this disunion was that three of the four varsity fencers dropped off the team following Nationals, and several beginners also quit, feeling that they had been neglected because of the attention needed to be paid to the varsity members. Those who remained on junior varsity were upgraded to varsity status, and therefore, an 11-5 team has become a 3-13 team.

But this may not necessarily be bad, because as Brover says, "You see five fencers fencing varsity, but there are 11 fencers at every meet cheering them on." The other change in the team, he says, is that "None of our beginners will quit next year."

For Brover, just being able to say this has got to be proof of his assimilation into American culture. In Russia, that attitude would not be emphasized.

His fencing background is long and illustrious. He began the sport at the age of twelve and fenced his way to the Ukrainian Championship in 1967. After graduating Kharkov Pedagogical Institute in 1970, he turned professional and coached his fencing club part-time. One of his athletes went on to become Soviet National Junior Champion, and another was a five-time Ukrainian Junior Champion. In 1974 he became the coach of the Kharkov University team where he was able to recruit several of his own young fencers from his former club. Thus, he was able to lead Kharkov to two Ukrainian Team Championships in four years' coaching.

His was a career based on winning. Indeed, the fencing in Russia is the best in the world, so "It's pretty nice to be a coach in Russia," Brover laughed.

Naturally, then, he had to be surprised

difficult but sometimes the least enjoyable. The line on the course is that if you want to learn fencing, you've come to the right place, but don't think it's like those Errol Flynn swashbuckler movies you've seen, because it isn't.

Brover has been taught that beginners need a great deal of exercise drills to develop footwork, technique and condition. While not many of the students like them, Brover nevertheless puts his students through long drill sessions. He works his students very hard, he says, because that's

viewpoint of Semyon Brover.

"I think he's great, and all I know about fencing is from him," she said. "He's incredible in that he always knows to what point he can push you and then he stops—it's like he knows at what point you're starting to tire. I think he's a fantastic coach because he seems to know so much."

I actually find him easy to talk to" she continued. "I know he seems unapproachable to people, but once you sit down and talk to him, you find that what comes off as unapproachable is really just a language and



Semyon Brover

Photo Courtesy of Sports Information Office

In Russia who cares about spirit? They want results!

times, Brover added, he would tell individuals of the many faults he had found in their fencing in front of all their teammates, with no adverse effects, because Soviet athletes are conditioned to accept criticism without embarrassment, and because "everyone got something out of it." Then he came to Barnard, and disaster struck.

"I tried it once after a competition," said Brover, "and some of the team members got very offended—it was a real surprise for me—I still don't think I did anything wrong, but in any case, this year I learned and didn't do that."

Before he had realized what was the cause for his team's defensiveness, Brover found that he had a problem he could not solve. His team was not like the Soviet teams he had coached in the past: there was no togetherness, there was no social communication, there was no support network. He found that his better fencers didn't

at the differences in attitude toward athletics between the American administration and Soviet administration.

"As soon as I was hired Margie (Greenberg, the Director of Athletics) told me she didn't care about results but wanted me to have a good team with spirit," said an amused Brover. "In Russia, who cares about spirit? They want results! If the team fails, that's a bad time for the coach."

Brover's position is safe here, of course, which thrills some people and sends terror into the hearts of others.

As part of his position on the physical education faculty, Brover teaches four fencing classes in addition to his coaching duties. While most P.E. classes are considered fairly equivalent in terms of the difficulty of the material and the devotion of the instructor to the material itself, Brover's fencing classes have gained a kind of double reputation as being not only the most di-

where he gets his team from.

"I'm not tough on them," says Brover, "fencing is tough. I require a great attitude because this is a serious thing. Any kind of education is serious. I approach them seriously because I want them to not just get an idea about fencing, but I want them to do it well."

Although this attitude will pay off with those students who decide to join the fencing team, it can be difficult for the other members of the classes to understand, as one freshman explained.

"He takes it seriously, but a little too seriously sometimes," the class member said. "I think the main problem with him is that there is no rapport between student and teacher. He does not seem to sympathize, and so the class gets the idea he doesn't like teaching them."

She added that his attitude is much better when people take interest in what they're doing, and whenever people ask questions. She said she thought that if he volunteered more information about the sport he wouldn't seem isolated.

Adina Green '83 is a member of the varsity fencing team and has a different

cultural barrier. Also, he's becoming more approachable as time goes on, which might not be a result of language but just of being "more at ease."

Green said that she found competitive fencing in her first full year an exhilarating, exciting experience and said she thought she learned a lot from competition. Although the season, which concludes following a tournament at Hunter College this weekend, was long and tedious as losing seasons will be, she said she plans to return next year.

After training advanced fencers in the Soviet Union, Brover now finds himself working with beginners. Perhaps in Russia, he would have objected to the absurdity of beginners wanting to be on his Kharkov team, since beginners in Russia have clubs of their own, but a vastly mellowed, hoping-to-become-an-American-citizen, Manhattan resident says now that he actually enjoys working with novices.

"It's true, I am used to working with better level fencers," said the coach, "but at the same time, I find that I like working

Continued on Page 8

Cagers to Drop Out of the Ivy League

By Renata Pompa

A new off-the-court strategy plan has been brewing for some time in the office of basketball coach Nancy Kalafus.

"Although the doubt of Barnard's basketball team remaining in the Ivy League has been expressed for at least two years the new decision is momentous: next season the Bears will no longer play an Ivy League schedule or participate in the final tournament. The decision made by players, coaches and faculty together is unanimous.

Lack of sufficient funds figures most in reaching the decision, according to Kalafus. Barnard is the only Ivy League school that does not appropriate funds for both recruiting and an assistant coach to do the recruiting. As the season's scores tell, the distance between Barnard and the Ivies is growing wider.

"Sure I can use the phones and mail as much as I want," says Kalafus, "but right now I teach four P.E. classes, am a full-time coach and between paperwork and everything else, I simply don't know where I can find time and money out of my own pocket for recruiting players." Clearly, this type of situation was a "never ending battle" for Kalafus and her players.

Playing in the Ivy League has meant a round robin of games during the season against each of the seven other Ivy schools in order to be seeded in the final tournament. The Bears' loss in each game put more than just a higher number of defeats in the loss column; according to Kalafus

more dramatic effects in the area of personal and team rewards have been sacrificed.

"The very best game we ever played was against Cornell and we lost by ten points," she said. "Most of the time we lose by thirty to forty points. Basketball is a team sport. How can the team make attainable goals against this type of competition?"

"With losses like these a player becomes faced with retaining the sheer desire to continue facing teams which she knows she has no real chance against. It is here

that basketball's rewards as a team sport differ from an individual sport such as swimming, pointed out Kalafus. While the swimmer can still attain a personal goal and keep up her morale even if the team is losing, no basketball player can boast of an "individual goal" and keep up the team spirit if the team is losing by fifty points.

An examination of the won-loss record further illustrates Barnard's need to build up the team before once more facing Ivy League competition. The 6-13 regular season record minus the seven Ivy games

would have been a ".500 season"—the original goal at beginning of the season. More than just a goal, it would also have been a tangible mark of progression for the team. Due to the Ivy League membership, Barnard stands in Division 1 regionally, a 100% scholarship players' division, but in Division 3, which is a 0-10% scholarship division, in New York State.

"Even in Division 3 we wouldn't have made the top eight schools," said Kalafus, "but it is a very reachable goal."

Concerning the final decision, Kalafus explained, "Everyone was feeling it and I believe once we've lessened the gap between Barnard and the rest of the Ivies and made a name for the school we'll be ready to come back." Team member Sansi Sussman, '84 echoed her coach's feelings, in saying "I wish we had stayed in a way, but it's true we need to build up the program and get more money for recruits."

Even without sufficient funds, the present team is the best ever, according to Kalafus. "And we'll get better," says a very optimistic coach.

FINAL 198-81 BARNARD BASKETBALL STATISTICS

Player	G	EGM	FGA	FTM	FTA	A	S	RB	Ave	PTS	Ave
Bigger	19	100	251	38	110	6	20	151	7.9	238	12.5
Estes	19	54	188	41	66	11	7	104	5.5	149	7.8
Pitts	19	66	105	13	25	11	19	91	4.0	145	7.6
Beek	19	45	159	32	47	75	31	166	8.7	123	6.5
Sertes	19	57	163	6	16	21	9	89	4.7	120	6.3
Lancon	19	21	75	12	30	11	4	40	2.1	54	2.8
Asari	19	15	59	9	32	8	13	21	1.1	39	2.1
Ferziger	10	5	14	2	7	1	2	16	1.6	12	1.2
Tin	7	2	2	0	1	0	2	3	.43	4	.57
Orlow	9	2	6	0	3	2	1	1	.11	4	.44
Sanson	12	2	7	1	2	0	5	11	.92	5	.42
Totals	19	369	1119	154	339	146	113	693	36.5	893	46.5

Final Regular Season Records: 6-13
 Coach: Nancy Kalafus
 Captain: Lisa Pitts, '81
 Co-Captain: Nora Beek, '83
 Managers: Wendy Kutlow, '82, Glynis Tejada, '81

Final Basketball Scores

Feb. 27-Mar. 1-Ivy Championship at Dartmouth
 1-Dartmouth; 2-Penn; 3-Princeton;
 4-Yale; 5-Brown; 6-Harvard; 7-Cornell;
 8-Barnard
 Tournament Scores:
 Dartmouth-99; Barnard-27
 Brown-81; Barnard-16
 Cornell-75; Barnard-39



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Elections will take place on April 7th, 8th and 9th

**For more information, stop by the Undergrad
 Office, Rm 116 McIntosh or call x2126**

Alternative

continued from page 4

campus newsletter, and to gain newspaper publication for subsequent articles.

In addition, she is taking an anthropology course in ethnology concurrently with ES, so her term paper will be related to Indian issues.

Susan first became interested in Indian affairs last summer when she was traveling out West. Her ES work is unrelated to career goals.

The weekly ES seminar brings together students who are working on diverse projects. This diversity is responsible for a great part of the value of the entire program. For, in Dr. Dulchin's words, students use "comparison to make sense of their own experience."

In the non-competitive atmosphere, students learn in general about the large organizations of which we all are (and will be a greater extent, after college) part. In terms of their own projects, students discuss such issues as authority structures in business, chance of mobility in the large power structure, the importance of "unwritten rules," the effects of being a woman on career goals, and the difficulty of being young in an industry in which the "old timers" may resent youth.

Students learn to see their own and

others' experiences in their social and cultural contexts, and they discuss ethical, personal, and career concerns. The value of the diversity is apparent when, for example, an arts-oriented person learns firsthand from a Wall Street intern about the business world, and things she may never had heard otherwise.

In addition, students are given a chance to bring up for discussion any aspect of their project which may have bothered them. For example, a pre-med student was concerned with how should one deal with the public's general attitude about doctors which she felt was dislike. When no problem is stated, as is sometimes the case, Dr. Dulchin directs the discussion toward an appropriate topic, and often, important issues (which students may not even have been aware of) are brought up in that way. This has led to discussions of issues as delicate as sexual harassment on the job.

ES has gotten raves for a number of reasons. Many students carrying a full academic load would never otherwise have had the chance to do projects they have done in the program. The chance to earn course credit in conjunction with outside-the-classroom instruction is most appealing.

Many see the program also as a way to have some freedom in their curriculums within the "rigid" academic structure at Barnard. One student, Susan Lifsey, feels that an employer would be particularly in-

terested in the "Experimental Studies" notation of a transcript, and that it might therefore help in the career search in a way beside that originally intended.

In addition, ES is a "forum for exchanging ideas," a place to "help clarify" your own ideas, and "valuable," in that there is something "everyone can relate to."

All this in addition to Dr. Dulchin's very dedicated, expert direction makes the ES program a success. This type of program is rare, if not unique, in the United States. A program representative spoke at Tufts University at a conference which included Columbia University, Harvard University and the University of Pennsylvania, in which each presented programs unique to its colleges.

In 1979, the program was reviewed by an academic committee, and the faculty voted it permanent status as of the fall of that year. Many students had already taken advantage of the program, and because of that vote, many more will have the opportunity.

All undergraduates are welcome to the ES program. To get in, students must speak with Dr. Dulchin the semester before he wishes to take the course, fill out a project form, and engage a faculty sponsor. Dr. Dulchin can be reached in 8A Lehman Hall, or at x5481 or x2159 (for messages).

For more information, two Open House sessions on the ES program are

scheduled for Monday, March 30 and Tuesday, April 7, from 12:00 to 1:30 P.M. in the Sulzberger Parlor on the third floor of Barnard Hall. Dr. Dulchin and current ES students will talk about the program and answer questions.

Brover

Continued from Page 6

with beginners because they're like blank pieces of paper and you can write anything you want."

Brover added that this was a new experience for him, "seeing fencers who never knew about fencing all of a sudden show they can learn it and improve so fast."

It may also be a sign of mellowing that Brover said that he actually is bored with fencing at times. But, seeing my horrified expression, he immediately qualified his statement, saying "I only get bored when I see only a few people at practice—when they all come, then I'm not bored, because I see that they care."

Once you strip away the reticence, the extreme seriousness and the harshness of his instructions, what you find is a man with a passion for his sport. Semyon Brover is a man trying to spread his love for fencing to the Barnard community; can you blame him for trying as hard as he does?

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