



Barnard Remains Need-Blind As Tuition Rises By 8.4% Highest Increase Among Seven-Sisters

by Cindy Kaplan

Barnard College has announced an 8.4% average increase in tuition, room, and board charges for 1984-1985. The increase was approved by the College's Board of Trustees. Tuition and fees will increase from \$8,930 to \$9,698. Room and board charges will rise from an average cost of \$3,907 to \$4,220.

"We have kept tuition as low as we possibly could," said Barnard President Ellen V. Futter. She named reductions in federal support as an important element in the casting of the budget. In addition, Futter cited the cost of advancing academic programs and new initiatives as relevant factors in the tuition increase. Costs in these areas include dormitories, computers, and changes in the curriculum. In addition, the high rate of the country's inflation was also an important consideration.

Last year Barnard was slightly behind the other Seven-Sister schools in its percentage increase of tuition. This year, however, Barnard's percentage increase is

College	*Total charges 83-84	Total charges 84-85	Total % increase
Barnard	\$12,837	\$13,918	8.4
Bryn Mawr	13,000	12,050	7.9
Wellesley	11,890	12,920	7.9
**Smith	11,830	12,700	7.4
Radcliffe	13,150	14,100	7.2
Mt. Holyoke	11,700	12,450	6.4
Vassar	11,640	12,520	6.4

*Total charges include tuition, room, board and fees
**Figures not yet finalized.

the highest of the Seven-Sisters. The next highest percentage increase was 7.9%, reported by both Bryn Mawr and Wellesley. Harvard-Radcliffe reported an increase of 7.2%, its lowest increase in eleven years. Mt. Holyoke and Vassar hiked costs by 6.4%, and officials at Smith predicted an increase of 7.4%.

When asked if the tuition increase was influenced by the increases in costs at

other schools, Futter said, "We always look at what other schools are doing—we wish to be in the ballpark . . . but there is individual variation."

Futter stressed that the tuition hike will allow Barnard to maintain a need-blind admissions policy. Under the need-blind policy, applicants to the College are considered for admission regardless of their ability to meet the costs. "Higher education should be democratic in appeal and accessibility," Futter stressed. The risk of losing need-blind, however, becomes greater as federal support erodes, and the College cannot cover for the lost revenues.

Suzanne Clair Guard, Barnard Di-

rector of Financial Aid, said that in order to make up for the increase in tuition, the Financial Aid office will be asking for a greater contribution from parents, students, and the College. Guard said that because many parents' salaries have not increased and students cannot be expected to contribute that much more, the College must assume some financial responsibility.

Currently, forty-percent of all Barnard students receive grant funds directly from the College; an additional 30% receive aid from other sources such as the Pell Grant, TAP, and Guaranteed Student Loans.

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Celebration To Promote Black Cultural Awareness



BOBW members: Back row from l. to r.—President Loretta Logan, Magali Lespinasse. Front row l. to r.—Coordinator Marti Paschal, Bernice Clark, Michelle Boisserie, and Venus Clark.

by Sharon D. Johnson

On February 4 and 5, 1978, Barnard's Organization of Black Women (BOBW) sponsored its first Celebration of Black Womanhood. Marcia Sells and Sheila Green ('81) coordinated the various forums, workshops and lectures of that weekend to "enhance Black awareness on campus, and contribute to the cultural education of the general student body," according to Sells.

Six years later, BOBW is preparing for Celebration 1984. Organization Presi-

dent Loretta Logan expects that the three day program, which begins Friday, March 30, will continue to "promote the social, cultural, and political awareness of the Black women on campus. It is important that we recognize the struggles and accomplishments of the Black women who came before us." Logan hopes that these past accomplishments will mean continued achievement for Black women today and in the future.

Logan acknowledged that Doris Mil-

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Campaign Exceeds 20M Goal Months Ahead of Deadline

by Michelle Sorek

Barnard's Capital Campaign, officially launched in 1979, has exceeded the \$20 million goal four months ahead of schedule. A 1979 feasibility study concluded that Barnard would be unable to raise more than \$12 million.

According to Ira Berger, Barnard's Director of Development, "The success of the campaign is a direct reflection of how alumnae feel about the vitality of the institution." He added that "this is a vote of confidence."

Barnard College President Ellen V. Futter said that exceeding the \$20 million mark is "terribly exciting."

Over 600 contributors have donated \$20,087,000 to the campaign and contributions are still being received.

The campaign funds have been allocated into three major areas: Endowment, Campus, and Annual Fund. Endowment includes financial aid and academic programs. Campus encompasses Barnard dormitories as well as computer capability, campus modifications and campus grounds; and Annual Fund refers to Annual Fund during the campaign. The largest allocation of money, \$7,565,000, goes toward physical plant renovations.

The most recent Capital Campaign gifts are matching funds for a Charles A. Dana Foundation Scholarship Grant and a joint Andrew W. Mellon and William and Flora Hewlett Foundation Grant to establish a President's Discretionary Fund directed toward curriculum development. Those contributions have increased the campaign goal by \$5 million.

Barnard College trustee Helen Pond McIntyre '48, National Chairperson, praised "all of those who have worked so hard and given so generously to make our ambitious goals a reality."

OPINION

Letter to the Editor Children's Fears Allayed

To the Editor:

In response to Julia Sear's article in *Equal Time* about children's attitudes toward disabilities, I would like to verify the success of Vicky and Julie's presentations and the unit on disabilities as a whole. As the student teacher for the class Julia wrote about, I found that the discussion of our fears, questions and attitudes toward the disabled helped rid many stereotypes and misconceptions the children and the teach-

ers had. (Many thanks to Sue Quinby in Barnard Office for Disabled Students.)

The class was thrilled to see their letters and class discussion printed in the *Barnard Bulletin*. However, we wanted to clarify two mistakes in this interesting article. First, the class is in P.S. 84 not P.S. 75. Second the teacher's name is Mrs. Forrest, not Ms. Woods.

Shari Halpern
Barnard '84

TIME EQUAL TIME EQUAL TIME

When I was a child I remember that a woman who had a wheelchair lived in my neighborhood and we shared a wonderful rapport. The fact that she sat in a wheelchair never crossed my mind as really being so terribly different. I just assumed that some people required such devices. I may have questioned my mother about its presence, after which I really never concerned myself with its existence. I figured that it belonged to Ms. Taylor, the neighbor and that was all I needed to know. As children we are more accepting of something that differs from objects in our home. Of course, children are curious, but after they ask their questions they tend to accept the answers. Even as adults we do not ordinarily approach strangers and ask them what's wrong if they are in a wheelchair nor do we act as if it were a new pair of shoes and exclaim, "I just love your wheelchair. Wherever did you find it?" For some, such a *visible* entity is labeled "taboo." One response I received frequently after asking this question was "I guess the person can't walk." Perhaps that may be, but no one would dare ask the disabled person directly, since the observer usually feels enough information is already provided by the fact that the person has a wheelchair.

What if, however, a person with a *non-visible* disability is wearing a medical device which does not resemble a medical unit? Is that an open field for questions? I used to wear an insulin pump which de-

livered insulin constantly through a needle inserted in my abdomen. The needle was connected to a 42-inch tube which in turn was connected to a syringe concealed in a calculator-shaped black box. Since I did not "look" as though I had a disability, I constantly found myself bombarded by questions, such as "Are you an engineer?" or "What station are you listening to on your walkman?" Of course there was the generic question, "What's that?" To this, I would often incorporate the descriptions used in other questions. "Well, I hate to admit it, but . . . you caught me . . . I'm an engineer. Really!" This response was met by either "Oh, yeah? So am I" or "C'mon, what station do you have?" "Okay, okay," I would say, "I'm not an engineer, it's a walkman . . . I'm listening to WLIR." Still not satisfied, they'd say, "So, where are your headphones?" Now, it was time for the piece de resistance. I would move my body close to theirs and whisper softly, "It's a vibrator." After seeing an expression loaded with shock, I'd shout (now, remember I'm less than a foot away from them), "No, it's not! It's an insulin pump." The next piece of dialogue to follow was, "Oh, I'm sorry. I didn't know." "They're sorry?" I would think to myself. I felt sorry for them after all I'd put them through to get an answer. At this point, usually the barrage of questions ended because I, too, became taboo due to the revelation that I had a disability.

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PLEASE, MR. MEESE, I'M OUT OF WORK AND DOWN ON MY LUCK... CAN I LOAN YOU SOME MONEY?

Office Hours

Editor's Note: "Office Hours" is creative space set aside for the faculty and administration. *Bulletin* encourages and looks forward to frequent contributions.

When I came to teach at Barnard, I was 26 (and had taught previously for two years at Columbia's "Extension" (i.e. General Studies). At 21, I had arrived from France, and worked for a while as typist, steno and translator, in this city of New York.

Now, I'm endlessly older . . . and I'm this phenomenon: a transplanted person, deeply planted, re-planted, rooted, in this college, where I've lived so much of my life. I've loved it: my colleagues, my students, my courses. It's been an adventure, an endless mutual learning. I've also loved

studying for the M.A. and the Ph.D. at Columbia, where there was communication with the Professors, whereas in Europe—I had begun Law—a Professor (except in seminars) was like someone on a far away screen; one did not speak with them.

At Barnard, I've known the most marvelous people, an *elite*, yes, but an elite of the heart, the mind, of tact, discretion, understanding, generosity, giving of self. And it was fun.

Tatiana Greene
Barnard Professor of French

Barnard Bulletin

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(Consecutive sessions in Latham Hall)
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PRE-LAW MEETING with Dean Paul
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Candidates Need to Focus On Issues At Debate

by Barby Kogon

Armed with an image, a slogan and a bit of quixoticism, Senator Gary Hart, Vice-President Walter Mondale and the Reverend Jesse Jackson, the three remaining Democratic Presidential contenders, will debate (or perhaps "battle" is more appropriate) tonight at 8 pm in Columbia University's Low Rotunda. The crucial New York primary with 285 delegates at stake will be held on Tuesday, April 3.

News Analysis

According to United Press International, Mondale has captured almost one-third of the 1967 delegates needed to win the party nomination. 3,933 delegates are expected to be present at the Democratic convention to be held this July in San Francisco.

Yet even with Mondale currently in the lead, the nomination is by no means locked up. Delegates are not binding and more importantly, Gary Hart has proven himself a viable threat to a Mondale presidential candidacy.

Hart's stunning victory earlier this season in New Hampshire, where he defeated Mondale by a margin of 12,000 votes, shook up the Mondale camp's almost cocky sense of confidence. The novice candidate managed to puncture what many, except Hart, thought was Mondale's impenetrable 1984 Dream Bubble dating back to the 1980 defeat of the Carter-Mondale ticket.

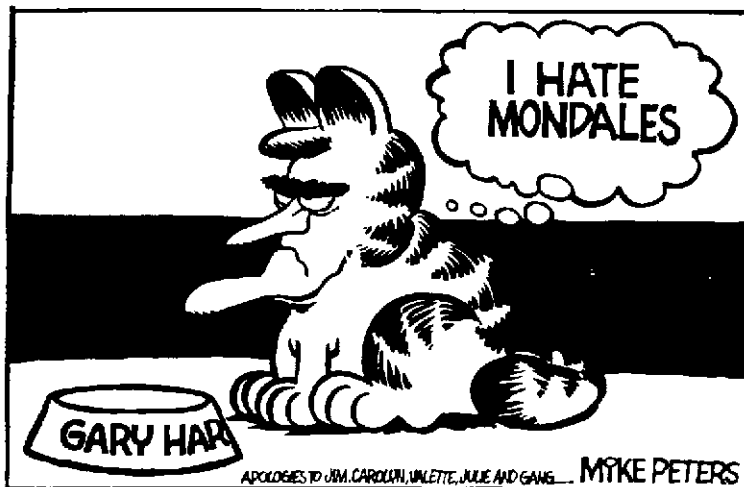
The question remains as to how Hart, a virtual unknown, emerged a national figure and more importantly a front-runner in the Democratic contest. Offering a "new generation of leadership," Hart attributes his appeal to a voter calling for a fresher,

younger more innovative leader. He explained, "I think there has been a pent-up desire in this country to break out of the old political modes and old arrangements for a long, long time."

Perhaps the country is eager for "new" leadership rather than the more traditional, old-school positions that Reagan, Mondale and even McGovern, Glenn and Cranston represent. And if voters so strongly want to put a sense of newness and excitement in the White House then maybe issues simply will not be that important. In that case, Hart's inconsistency and overall lack of "new" ideas may not be that detrimental in an image-oriented electorate. Voter Joyce Lucy who voted for Hart told *The New York Times*, "I really don't know anything that he stands for, but he's got a lot of charisma."

Hopefully Joyce Lucy's attitude is not the prevalent one among voters. Unfortunately, projected images have played an increasingly important role in a successful candidacy. But after all, the president must govern and do so effectively; charisma will just not always cut it.

Ironically, Hart presents himself as campaigning on a platform of new ideas, and yet he is constantly modelling himself after the past, in particular after John F. Kennedy. The Senator's gesture (emphasizing a point with poised, closed fingers), manner of speaking and handsome appearance render up images of JFK. Moreover, his "new ideas" theme mirrors an "old" campaign message: Kennedy's "New Frontier." However, Hart is pleased with the Kennedy-Hart comparison. In an interview with *New York*, Hart maintained, "Kennedy called for a sense of commitment, and he stood for innovation and a



willingness to try new things. So do I."

The biggest enigma thus far is just what are these "new ideas" in light of the fact that Hart has objectified his campaign in a manner which is not sharply different from his opponents: "Modernizing the economy, ending the nuclear arms race, cleaning up the environment and re-establishing education." Gary Hart's new idea is simply his idea of a "new idea" rather than a new idea in relation to a particular issue. Regardless of the fact that he has yet to enunciate just what would be so new in the Hart White House, 40% of the New Hampshire voters cast votes for Hart because of his new ideas. Clearly, a voter perception that young, innovative leadership may be on the horizon (even though what that entails is unclear) is spurring on the Hart campaign and pointing to the fact that Hart is certainly within reach of the Oval Office.

On the other end of the spectrum there is former Vice-President Walter Mondale who was taken by surprise in New Hampshire and as a result has had to alter his campaign strategy. Now Mondale, no longer assured of the nomination, is drawing attention to his experience and sense of Democratic tradition. Mondale wants to be perceived as the candidate who can rely on his extensive political career rather than on Madison Avenue glitter. But "Fritz" Mondale's gimmick is precisely his attempt at a gimmick-free candidacy. Across the country he has been proclaiming, "What you see is what you get. No new hair spray. No new perfume. No new slogans. I am who I am. The product of my history, my values, my experience, my commitment."

Mondale is a fighter with the mettle to take his candidacy as far as he has in order to walk away from the San Francisco convention with the nomination. His new strategy worked well in Illinois where he came back with a decisive and important victory over Hart. In New York, Mondale enters the primary already way ahead of Hart. Leading New York politicians including Governor Mario Cuomo and Mayor Edward Koch have endorsed Mondale. In order for Hart to win in New York, which seems highly unlikely, he must draw sharper distinctions between himself and his leading opponent as well as define his "ideas" further and appeal to the large older portion of the population.

Mondale's experience and poise on the campaign trail give him an important, necessary edge over Hart. The most profound illustration of Hart's inexperience was his performance on a nationally televised debate when the candidates were asked what they would do as President if a Czechoslovakian plane was spotted flying over the country. Hart told the audience that first he would look into the plane to see if the passengers were wearing civilian or military clothes before he would take action. The question posed by moderator John Chancellor was ridiculous but it nevertheless effectively showed Hart's lack of a well-thought out and responsible foreign policy. Furthermore, Hart's in-

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FEATURES/REVIEWS

by Amy Clyde

Suffering. It happens, it hurts, it causes. On March 22, in a speech entitled, *Why Bad Things Happen to Good People*, Rabbi Manis Friedman attempted to answer the age-old question of what causes the infliction of suffering upon those who seem to deserve it least.

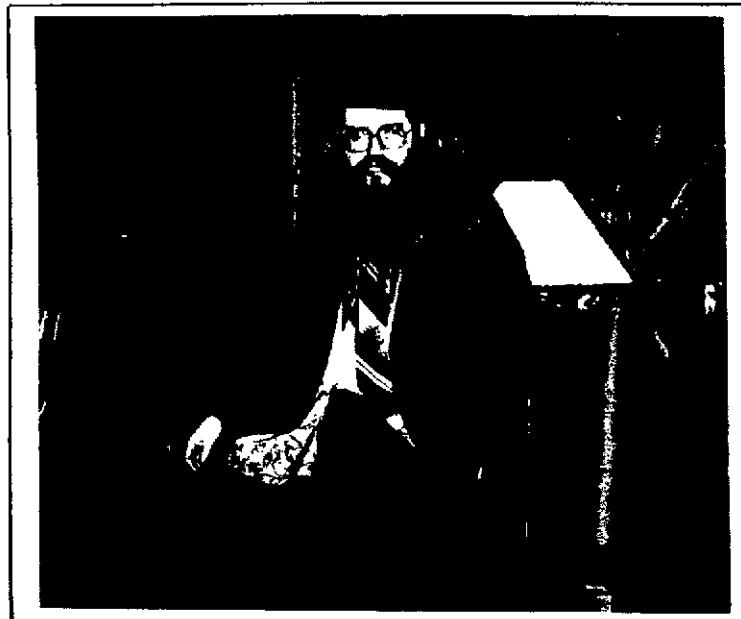
Rabbi Friedman is affiliated with Bas Chane, a Minneapolis institute that educates women in the teachings of Judaism. Sponsored by the Lubavitch Women's Organization, as part of the "Week of the Jewish Woman," the Rabbi spoke in Brooks Hall at Barnard to a rapt audience of approximately seventy. The Lubavitch are Orthodox Jews who follow the teachings of *Chabad* philosophy.

Emphasizing vehemently that God is good and the creator of everything, Rabbi Friedman suggested that nothing that happens in the world is bad because everything originates from God. This suggestion challenged his audience to redefine suffering, suffering is painful, difficult, and uncomfortable, but not *bad*. Indeed, suffering is good because it teaches.

According to Friedman, who listed the two ways in which suffering can be beneficial, God is concerned with "rehabilitation" rather than "revenge." As punishment for sin, suffering teaches us not to sin. On the other hand, when suffering occurs not as a result of wrongdoing, but seemingly without cause, it is part of a divine plan. God's reasons may be mysterious, but man is not meant to know all, man is meant, on the contrary, to have faith that whatever God causes to happen, even if it is suffering, is an "act of kindness."

Full of lively analogies, Friedman

Lubavitch Rabbi says "Suffering is good because it teaches"



Rabbi Friedman in Brooks living room.

compared our understanding of suffering to the understanding of surgery by a man who has no idea what surgery is. Walking into an operating room, the man who is not acquainted with the concept of surgery sees an apparently cruel act: a man strapped on the table seemingly tortured by other men. Similarly, man sees suffer-

ing as a cruel affliction. As in the case of surgery, however, suffering is actually a "blessing."

Although he stresses that the infliction of suffering, like all events, is not an accident, Rabbi Friedman denies that his view is fatalistic. On the contrary, free choice is crucial because it allows one to

decide to be good or bad. To illustrate the relationship between divine plan and freedom of choice, Friedman gave several gruesome examples involving abortion that left his audience gasping. Abortion, like birth control, intermarriage, assimilation, and divorce, is frowned upon by the Lubavitch. Friedman, the father of ten, cited two abortions from which the babies were born alive. In one case, the doctor left the baby alone, hoping that it would die. After two hours, the baby was still alive. In the other case, the doctor was sued for malpractice and was obliged to pay all of the child's expenses until the child grew up. Friedman points out that despite the choices freely made by mothers and doctors to abort these babies, God wanted them to live.

With Jewish solidarity a strong Lubavitch concern, it was not surprising that Friedman drew upon the Middle Eastern struggle to further illustrate the coexistence of free will and God's will. He compared a successful Israeli raid on an Arab country with a failed Arab attack in retaliation. The reason that the Israelis succeeded and the Arabs failed was because, despite sincere efforts on both parts, God's will prevailed.

Moving on to the ultimate instance of suffering in our time, Friedman stated that even the Holocaust was part of God's plan. It is right to feel both angry and sad about the devastation because these feelings indicate our truly moral compassion for the suffering of others. However, according to Friedman, we must accept the mystery of the Holocaust, instead of trying to discover why it happened. Quoting Elie Wiesel, Friedman asked, "Would we be

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Ways and Woes of the Commuting Student

"There is no school parking facility for students and most . . . garages in the area are expensive"

by Jann Stanley

Commuting to school every day is part of "the college experience" for 35% of Barnard students. While most of these commuters use mass transportation, approximately 5% drive a car to school, according to Rosemarie Dackerman, Director of the Office of Commuter Affairs at Barnard. Perhaps because they represent a minority of commuting students, commuters with cars face problems which are less visible than those faced by commuters who use mass transportation. Nevertheless, their problems are just as real.

According to most car-commuters, the biggest problem is parking. There is no school parking facility for students (Barnard maintains one parking facility for a limited number of faculty members) and most private garages in the area are expensive, so the majority of car-commuters must park on the street. This poses many problems, because parking spaces around Barnard are not easy to find, and strict regulations govern parking hours on streets where spaces can be found. For example, parking is prohibited on one side of Claremont Avenue from 11 a.m.—2 p.m. Monday, Wednesday, Friday and on the other side from 11 a.m.—2 p.m. Tuesday and Thursday. Parking on 120th St. is prohibited from 8-9 a.m., but in order to get a space a student must arrive early and wait in the car until 9 a.m. when the space becomes legal. This can be a problem for students who have 9 a.m. classes; they must opt either to be late for class or to leave the car before 9 and run the risk of getting a ticket. In fact, this reporter almost got a parking ticket after leaving her car before 9 a.m. in order to interview other students parked on 120th Street for this article. Riverside Drive, although further away from school, has more spaces available than other streets, but is relatively unsafe, especially in the late after-



Typical congestion on 116th Street

noon. There have been incidents of car thefts, broken windows, vandalism (including stolen batteries), and even muggings of students who were walking back to their cars.

Many commuters who drive to school are unhappy that the University does not provide parking for its students. Halan Park, a Barnard junior, found commuting "tiring" and felt that "the school should provide a parking facility. It doesn't have to be free, but they should do something." Another Barnard junior said, "Batting traffic and then competing for parking spaces is exhausting. By the time I start my first class, I'm pooped. And I find I arrange my classes around the parking situation—I try to choose all early classes, since I have to get here before 9 anyway, in order to get a space." An Engineering student and a General Studies student who commute together said that the experience of commuting and parking "is a hassle every morning" and "it is the school's responsibility to make it easier for the commuting student" by providing a facility or by relaxing parking regulations.

On the other hand, for some students commuting with a car is not as troublesome. One student at Teacher's College found driving better than taking mass transportation, saying, "It's not taking the car that's the pits." Mona Zessmopoulos, a Barnard student and Commuter Assistant, said driving to school is "so much better than commuting by train." She added, "I don't think it's as big a problem as everyone says there is—most people make it more of a problem than it is."

The school has made efforts to combat the parking problem, but the prospects of building a parking facility are almost nil, because there is no space available for such a structure. According to Dackerman, Columbia University faces the same problem as "any academic institution in an urban environment—if it builds

a parking facility it probably is giving up academic space or dorm space." She also pointed out that the same situation exists for schools like City College of New York and New York University. Her assistant Beth Kneller added "As a matter of fact, it's probably a little bit better [here]."

Dackerman also mentioned that in the past, Barnard and Columbia explored parking options and found that negotiating with the city of N.Y. to change meters in the area to 5-hour meters was "the maximum they could do" since the streets are city, not school, property. The possibility of blocking off spaces was also explored but was not feasible, because it involved purchasing spaces in a limited quantity. Over ten years ago, parking on one side of 120th St. was changed to angle parking to accommodate more cars, as the result of efforts by the Office of Government and Community Relations at Teacher's College, according to Phil Benson, Director of Security at Teacher's College.

Commuters who drive to school do so for a variety of reasons. Some live too far from the nearest train, subway or bus station and for others, taking the car is less expensive. Still others say that it is simply more enjoyable than using mass transportation. As one student put it, "In your car you can listen to the radio, even eat in comfort, and when you get to school and have to sit in your car until the space is legal, you can read, do homework, drink coffee, or just relax. The whole experience can be very productive." The Office of Commuter Affairs encourages students to make productive use of their time while commuting, and urges students to consult the Office with questions and problems on all aspects of commuting. According to Kneller, "We are certainly the home base of the commuter who drives to school as much as the commuter who uses mass transportation. We are here to help the commuter in any way we can."

Welty Biography Traces Literary Beginnings

by R.C. Ringer

Just one year ago, in April of 1983, Eudora Welty gave a series of three lectures at Harvard. Expanded slightly, these lectures are now collected in an autobiographical book, *ONE WRITER'S BEGINNINGS* (Harvard University Press, \$1.00). While reading this book I felt envious of the students who were privileged to listen to the original lectures. But, by reading this instead of listening to it, I have the advantage of reading and rereading it at my leisure.

ONE WRITER'S BEGINNINGS is divided into three sections. *Listening*, the first section, is a series of remembered scenes; they are snippets of a long ago lifestyle, connected by the necessary facts of when, where and whom. It all begins with the image of clocks: a Grandfather clock in the hall, a striking clock in her parent's bedroom, a kitchen clock, a cuckoo clock in the dining room. In describing all of this, Ms. Welty says, "I don't know whether or not my father's Ohio family, in having been Swiss back in the 1700's before the first three Welty

brothers came to America, had anything to do with this; but we all of us have been time-minded all our lives."

Born in 1907 in Jackson, Mississippi (where she still lives), Ms. Welty was the oldest of three children. Her father was an officer at the Lamar Life Insurance Company. She attended the Davis School just across the street from the house where she grew up.

But these facts are so bare, so barren, without the wonderfull life that Eudora Welty breathes into them with her wit and her graceful style. She reveals the torment of a young girl who has to stay home from school for several months and witnesses the entire school day through the windows of her home. Or she describes overhearing her parents' private, but not secret, conversations. Or any of her other marvelous observations.

In *Learning To See*, the second third of the book, Ms. Welty draws on the memories of her earliest trips to visit her mother's relatives in West Virginia and her father's relatives in Ohio. She uses this as an opportunity to delve into the more re-

mote past of her family's history and to elucidate the portraits of her parents that have been slowly evolving. In doing so, she vividly evokes the mountains of West Virginia and the quiet plains of Ohio.

Finding a Voice, the final third of this book, continues the chronological detailing of young Eudora going off to college. At the age of 16 she went to the "Mississippi State College for Women, the oldest institution of its kind in America, poverty-stricken, enormous overcrowded, keeping within the tradition we were all used to in Mississippi, was conscientiously and, on the average, well taught by a dedicated faculty remaining and growing old there." After two years there, she transferred to the University of Wisconsin. She then mentions her plans to attend Columbia University for business school, but it is not clear whether she ever actually went or not.

She then traces some of the important images and events that have contributed to her vision as a writer. All of it is interesting, particularly to me as a young writer, but perhaps of less interest than the

biographical aspects. And, as reason for enjoyment of the biography as such, I quote the quite brilliant critic Denis Donoghue, "It is simple, old-fashioned curiosity about the lives of other people." Gossip, if you will.

And it is on this point that I would like to know more about Eudora Welty. We are told nothing about her loves other than the familial ones. I cannot help but imagine that they had a lasting impact on her life and her work. But perhaps I am asking too much, spoiled by the excesses of contemporary biographies and sensationalistic movies. On second hand, I retract my reservation about not knowing more intimate details. Ms. Welty is entitled to her privacy, as we all are.

But for what she does tell us about herself, I am grateful. She has produced a wonderful little book of a time, a place and a sensibility. The ten pages of photographs and the obvious care that went into the production of this book, just add to the pleasure in reading it. Plus, while it is still on the best seller lists, you can get it cheap at Barnes and Noble.

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Democrats

Continued from page 3

sistencies, necessary retractions and apologies further highlight his vacillating policy

Age, not only Hart's (he is by the way 47) has become a factor in this election and both candidates must broaden their appeal. In New Hampshire, 64% of the people who voted for Hart were under the age of 45. Similarly, in Illinois, Hart had a seven point edge among the younger voters as well as voters with incomes over \$30,000. In Illinois, Mondale found substantial support among voters over 50.

The third man in this highly-charged trio is Reverend Jesse Jackson, an ordained Baptist minister since 1968. Jackson has done well enough to insure himself a place on the podium in San Francisco. However, if one thing is for certain in this primary season it is that Jesse Jackson will not be moving into the White House. This country is simply not receptive to the no-

tion of a black President. Among the blacks, Jackson is capturing a considerable majority. In Illinois, Jackson won 79% of the black vote while among the whites Jackson is doing poorly. On Super Tuesday, he received between 1 and 3% of the white vote.

Even though he will not get the nomination, Jackson is enjoying a successful campaign. In keeping with his commitment to civil rights Jackson has substantially increased black voter registration. In the course of one day in Chatham County, Georgia, Jackson registered 1300 new black voters. According to the Atlanta-based Voter Education Project, over the past sixteen months, a total of 183,000 blacks registered in toto in Alabama, Georgia, Louisiana, North Carolina and South Carolina. (Those five southern states track votes by race.)

With a considerable constituency, although not enough to win the nomination

Jackson has stacked up his personal power stakes and expects to have a great deal of bargaining power in the area of civil rights.

With the delegates being unbinding the final outcome of the convention is far from certain. It is now crucial that the candidates, particularly Hart, define themselves with more precision and draw comparisons between themselves. Hart

must be error free and far more consistent if he is to maintain his status as a front runner as Mondale picks up his momentum. In addition both Mondale and Hart need to broaden their voter appeal in order to reach a wider range of age groups. It will be nice if during the course of this evening voters will be able to finally discern the issues from the political rhetoric which has been running rampant on the heated campaign trail.

Tuition

Continued from page 1

While Guard expects the rise in tuition to heighten the demand for financial aid, the College will only be able to assist 40% of those who apply. She explained that every year there are students who demonstrate need but are not offered aid by the College. In this case, they are admitted but told that funds will not be made available to them until their sophomore

year. Last year seventy-four students were admitted but denied aid. Twenty six of them chose to come to Barnard.

Guard said that the Financial Aid Office is aware of the enormous hardship that the high cost of education places on students and their families. She said that the office "is not here to make it easy we're here to make it possible. Families must sacrifice.

BOBW

Continued from page 1

ler of College Activities has always been helpful during BOBW's programs, as have faculty members Quandra Stadler and Katherine Wilcox. Logan feels that constant communication with Black faculty members is very important. Their support is always needed because support from the entire Black student population is sometimes lacking. In fact, it has been noted that few Black students have attended past events sponsored by their own organizations. BOBW Vice President Michele Boisserie feels that this non-committal attitude is detrimental to the purpose of these organizations. She states that they [Black students] don't realize that their participation is necessary. They tend to leave all the work up to the executive board.

One of the reasons that Black students may seem reluctant to participate in Black-sponsored activities is their concern with being disregarded by the rest of the campus population. "There are those students who feel minority organizations such as BOBW practice separatism," Boisserie said. "But if we don't cultivate the longevity of our cultural and intellectual heritage, it won't ever get done. It is our responsibility to project positive images of our people."

Following the tradition of BOBW, Celebration 1984 coordinator Marti Paschal has organized a weekend of

events that will appeal to the artistic, social, and business interests of all participants. The Celebration begins Friday, March 30 with a craft fair at 1 p.m., on the upper level of McIntosh. Then on to the James Room at 6 p.m. for the Opening Reception where Jean Hurston, Assistant Director of Collection Management, at the Schomberg Center, will be the guest speaker. At 10 p.m., activity will return to McIntosh for a party on the lower level.

On Saturday an African Dance Class in the Barnard Gym can be anticipated at 1 p.m. A film series is scheduled for 8:00 that evening. The first feature is *A Woman's Film*, which deals with the feelings and positive actions of Black, White, and Mexican-American women of the poor and working classes. The second film will be *Fear Woman*. It involves the rising social and economic independence of women in Ghana.

Sunday, the final day of the Celebration, will include a Career Planning Strategies Workshop at 2 p.m. in the James Room. Martha Green, Director of Career Services, will lead the Workshop. The closing dinner at 6 p.m. in McIntosh's lower level will be enhanced by a dramatic production, "Gaptooth Girlfriends."

By sponsoring the annual Celebration of Black Womanhood, BOBW is making sure positive images of Black women are available for the entire campus to witness.

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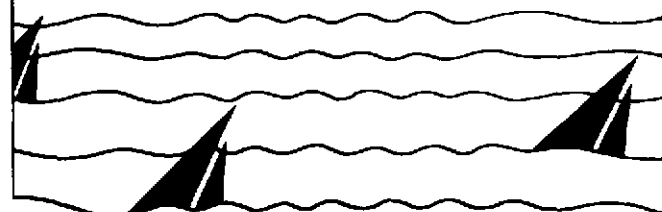
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Equal Time

Continued from page 2

There were times, however, when the queries continued. "You have diabetes? My grandmother had diabetes. She died from it. Oh, I'm sorry, uh, could you show me how your pump works? Wow, that's fascinating! I don't know if I could do what you do." That last line would always amuse me because I'm sure they, too, could do what I was doing if they knew it would be better for their health or it would sustain life. In any case, this barrage of questions continued until my pump and I acquired a divorce from one another.

The reason so many questions were posed to me did not stem from the fact that I had a disability, but rather from the appearance that I was "like everybody else" and if I "looked" like everybody else, why was I sporting a little black box in the form of a calculator or some such facsimile? In other words, I was not considered "taboo." Today, people tend to be more abrupt than they were ten years ago. If someone wants to know something, he or she goes after the information, which is,

of course, acceptable within reason. If people encounter a person with a visible disability, they are less likely to pursue its origins. They see that a "problem," (used by many to refer to a disability) exists and that is all the information that is desired. If, however, they cannot see any signs of a disability, any apparatus the disabled person might be wearing is not associated with a disability. Therefore, those whose curiosities are piqued find no reason to ask. I understand such a reaction; however, any question, whether it be about disability or clothing should be prefaced by a statement such as, "I hope you don't mind, but could you tell me . . . ?" By making such a preliminary request, feelings may be preserved and awareness heightened. We have heard it said often, but it really is wise to "think before you speak," and if you do that, you may even find that disability does not have to be taboo. If it is necessary for you to know, then ask—since it is much better to ask using a "do you mind" than to assume.

Sara Wohlken

Friedman

Continued from page 4

better people if we knew? What kind of answer would make us comfortable?"

To underline the unfathomable nature of the Holocaust, Friedman entreated his audience to remember the reactions of those who were killed. "What was going on in the minds and hearts of the victims? They were absorbed in something other than what was going on around them. Their reaction wasn't normal; we can't understand it." The majority of the victims were reported as calm: some even sang on their way into the gas chambers.

Friedman concluded his lecture by saying that we should not remain passive as suffering occurs. To ask "How can I help?" should be the first response. Anger towards God is even permissible "to the degree that we are genuinely disturbed by other people's suffering." Friedman exhorted his audience to pursue the goal of compassion: "Crying is morality."

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