



Volume XCVI Number 12

April 30, 1990

BARNARD BULLETIN



Professor Fleming Analyzes Blacks in College

The Construction of a Black Student Leadership

◆
Paradise Found:
Eve's Garden

◆
SGA Awards Summer
Grants

◆
BOBW Sets Goals
for Upcoming Year

BEAR ESSENTIALS

DELIVERY—AT LAST! The typed Schedule of Classes for 1990-91 has been delivered to all campus mailboxes—as has the comprehensive list of Limited Enrollment Courses for the Autumn 1990 term. (A special thank you for their collaborative efforts in getting the enormous job done is due Catherine Cook, Jennifer Dudley, Carol Farnham, Anne Klarer, Registrar Virginia Shaw, and the Office Services Staff!)

ALL RETURNING STUDENTS are urged to plan their autumn programs using both lists—as well as the guiding wisdom of their advisers—**BEFORE** the end of the term.

FIRST-YEAR STUDENTS must, in addition, file with the Registrar their tentative programs, signed by their academic advisers, by **TUES., MAY 1.**

FINAL EXAMS: The schedule issued by the Registrar and delivered to your mailbox must be strictly observed. Read carefully Dean Bornemann's memo entitled "What Every Barnard Student Must Know About Final Exams, Final Grades, and Incompletes," and take note of a **NEW RULING.** If you find it necessary (because of serious illness or another emergency) to request deferral of your final in a course, you must **NOTIFY THE INSTRUCTOR** by the day of the exam as well as the Dean of Studies (x42024). Deferral may otherwise be denied.

PLANNING TO TAKE A SUMMER COURSE FOR DEGREE CREDIT? File the application for approval of summer courses with the Registrar by **TUES., MAY 1,** if you want notification of the Committee's action by the first week in June. Be sure that the session meets for at least five weeks and present a catalogue course description to the department Chair for his/her information before signing. Most Columbia courses do not require Chairs' approvals unless they are in Accounting, Education, Economics, English, French, German, History, or they are to qualify for

major credit. An official transcript is required whether the courses are taken at Columbia or elsewhere.

POLICY ON GRADE REPORTS: The parents of all students who enrolled at Barnard this past January for the first time will soon receive a letter from Dean Bornemann detailing the College's policy on grade reports. Unless a student's academic standing is unsatisfactory, the College sends her grade report only to her (and to her adviser) each term, but not to her parents. **EXCEPTIONS:** (1) when the student files her permission with the Registrar to have the grade report sent to her parents or (2) when her parents ask Dean Bornemann directly for her grade reports and can verify that they are financially responsible for their daughter and feel a need to receive a copy of her grade reports. The College prefers that students share this information with their parents either directly or by means of the report they arrange to have sent, but will honor parents' direct requests in compliance with 1974 Family Education Rights and Privacy Act. Student's grade reports are enclosed in registration packets in January and are sent to permanent addresses early in the summer.

GENERAL HONORS: The current qualifying averages for the general honors granted students on graduation from the College are 3.4 for cum laude, 3.6 for magna cum laude, and 3.8 for summa cum laude. (These are subject to change at the Faculty's discretion but no change has been made in the last few years). A student whose degree credit includes graded work from other institutions qualifies only if both the overall and the Barnard GPA's meet these requirements. Because courses graded P, summer credit, AP, ungraded foreign course work, and other advanced standing could result in a disproportionate amount of credit that cannot be calculated in a student's GPA, a minimum of 86 letter-graded points must receive credit if the aforementioned

averages are to apply for general honors. To maintain fair standards, a sliding scale requiring higher qualifying averages is used for the student whose letter-graded points of degree credit are below the requisite 86. Clear? (If not, consult your adviser or Dean King or Dean Bornemann, x42024).

HEALTH SERVICE BILLS DUE: Bills due for medication and services have been sent to students' mailboxes. To avoid delay of your diploma or interruption of your registration in the fall, payment must be made to the Office of Health Services, Brooks Lower Level, immediately.

PRE-MED APPLICANTS FOR 1991: Profile sheets are due. See Frances Montcrief, Office of the Dean of Studies, 105 Milbank.

WORKSHOPS FOR SENIORS, Office of Career Services, Room 11 Milbank, 7 PM: *How to Find An Apartment*, **TUES., MAY 1;** *How to Handle Everyday Repairs and Fix-Its* (with Peggy Keefe), **THURS., MAY 3.**

ACADEMIC INTEGRITY: Lest there be any question, it is dishonest and a violation of the College's Honor Code to submit identical or strikingly similar papers for two courses. The requirements for each course must be fulfilled by its discrete assigned work. If you have any questions regarding this issue, see your Class Dean.

GOOD LUCK FROM THE DEANS, DIRECTORS, AND THEIR STAFFS ON YOUR FINAL EXAMS AND PAPERS! TO OUR GRADUATING SENIORS: A FOND FAREWELL, CONGRATULATIONS, BEST WISHES, AND THE PROSPECTS OF MANY HAPPY RETURNS!

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FROM THE EDITORS

BARNARD BULLETIN

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The Barnard Bulletin is published on Mondays throughout the academic year. Letters to the editor are due in our office by 5pm the Wednesday preceding publication. Opinions expressed in the Bulletin are those of the authors, and not necessarily of Barnard College.

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The press often portrays inappropriate scenes. After a space shuttle explodes, we see the contorted faces of family members, during coups we witness hangings, while in print, the sordid tales of a family accused of murder streak across headlines only later to be rescinded as irresponsible journalism underscored by a culture of racism.

To be sure, they are reporting the news. But to be sure, there are limits even the press must abide by. And to be sure, it is the most sensitive, the most controversial of topics that hang in abeyance between the "appropriate" and the "unsuitable" categories in our consciences.

We must accept that the press is public.

Privacy in print is reserved for correspondence. Indeed, the public and private spheres are often straddled, leaving readers threatened, alienated, or shocked at best. Shock may be valuable, but only under certain limitations. As everything in our human world has limits.

The press, at times, may forget its role as the occupier of public space, where it is couched in responsibility, unable to attain boundless freedom.

Hopefully, each individual may capably judge the location of boundaries beyond which the press has little jurisdiction.

Women's Issues this week presents the intimate topic of female sexuality.

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Look for our special supplementary issue next Monday for the announcement of Barnard's capital campaign.

SGA Recognizes Student Leaders

Barnard's Student Government Association (SGA) held its annual Student Leadership Recognition Dinner Wednesday, April 25. A reception at 5:30 in the James Room honored all Barnard leaders. Selected leaders were also invited to a dinner at 7pm in Lower-Level McIntosh, at which time various awards ranging from Certificates of Merit to Bear Pins were presented to the student leaders.

During the dinner, SGA President Leora Joseph (BC '90) told the audience that this year, Barnard's 101st year in existence, 101 students were receiving awards. The 101 students represent "five percent of the students body who have dedicated time and energy to Barnard," said to Joseph.

Barnard College President Ellen Futter also addressed the audience. A 1971 Barnard graduate, Futter described how she herself had received a bear pin, the Recognition Dinner's most prestigious award, during her senior year.

Futter spoke of the importance of leadership roles on campus, emphasizing that "being involved in community affairs is a family affair," and is "a habit of the heart." Futter thanked students for their work in the Barnard community, "we honor all of you for taking a stake in our community."

Robin Waldman (BC '90), recipient of a bear pin, dedicated the dinner to the memory of Julie Marsteller, a Barnard administrator who passed away last February. Marsteller was Dean of the Office of Disability Services.

Dean Barbara Schmitter delivered an introduction to the presentation of the Bear Pin awards in the form of an ode she

wrote for the occasion.

Futter and SGA Vice President of Student Affairs Jennifer Cowan (BC '91) presented the Bear Pin awards to 14 seniors: Anya Bernstein, Lainie Blum, Gloria Gadsden, Lisa Gersten, Leora Joseph, Shannon Lafferty, Laurie Maroun, Diana Miller, Anna Mohl, Lisa Nahmanson, Maria Ramos, Lisa Rotmil, Antigone Stoken, and Robin Waldman.

Certificates of Distinction and Merit were awarded to seniors, juniors, sophomores, and one first-year student. Cowan and SGA Officer of the Board Janet Alperstein (BC '92) presented the Senior Certificates. Alperstein and SGA Treasurer Shannon Lafferty (BC '90) presented the Junior Certificates. Joseph and SGA Vice President of Student Government Lisa Rotmil presented the Sophomore Certificates.

Cowan presented the Outstanding First-year Student Certificate to Tamara Cohen (BC '93) for her involvement in Jewish Feminist groups and other campus organizations.

Three Columbia College students who have made significant contributions to Barnard College received Columbia Distinction Awards.

Allison Fein (BC '93) presented The Administrator Certificate of Distinction to Centennial Quad Manager Claudette Suber.

Anna P. Mohl presented the Office Certificate of Distinction Award to Career Services. ♦

—by Molly Bradley

Sexual Survey Results Tabulated

Columbia University Health Services (CUHS) Division of Health Education distributed a sexual assault survey during the Take Back the Night rally Thursday, April 15. The survey was distributed in order to gather information from Barnard and Columbia students about any sexual encounters involving coercion they have experienced while at Columbia University.

"Sexual coercion," according to a Columbia University Health Services memo mailed to students explaining the intentions of the survey Subcommittee, involves a range of sexually abusive behaviors which impose un-

wanted sexual attention on the individual. The coercion may take the form of harassment or assault.

The survey was coordinated through the efforts of University administrators and Barnard and Columbia students.

The survey consisted of 12 yes/no questions, and included room for comments. According to Assistant Director of Columbia Health Services and Sexual Assault Task Force member Ann Williams, "some responses are dramatic."

Ninety-four percent of the students answered "yes" to the survey question "Has anyone made sexual remarks to you or about you that were not welcome?"

Thirty-nine percent answered "yes" to "Have you ever felt that someone took advantage of you because you were intoxicated?"

Thirty-six percent answered "yes" to the question "Have you had a sexual encounter against your will?"

Twenty-two percent have had to "use force to keep someone from having sex" with them.

Seventy-eight percent of the students who responded to the survey described themselves as white. Ninety-seven percent described themselves as females, and ninety-four percent de-

Continued on page 12.

BOBW Elects 1990-91 Officers

The Barnard Organization of Black Women (BOBW) held its elections last Tuesday evening. Joyce Theobalds (BC '91) succeeded Nekesa Moody (BC'91) as the new president of BOBW.

President-elect Theobalds stated that she is very excited about the upcoming year. "Since the past year, membership has really thrived," said Theobalds. "We have a lot of plans for next year, and we hope to work with other groups to promote greater awareness about issues that affect people of color."

BOBW plans to revitalize the BOBW Newsletter, *Kokomo*, in the upcoming 1990-91 year. "I began *Kokomo* when I was a first-year student in 1987," commented Newsletter Editor-elect Natalie Langston Davis (BC '91). "*Kokomo*, translated from African, means 'this one will not die'," explained Davis. "*Kokomo* will include poetry and editorials. There's no basic structure. It's definitely not rigid because nothing about our culture is rigid." Although, there has only been one issue since 1987, Davis would like to see the newsletter come out annually



BULLETIN/Elza Eagle

President-elect Joyce Theobalds (right),
Vice-President elect Cassandra Smith (left)

"around the time of BOBW's Spring Celebration," said Davis.

BOBW's agenda for 1990-91 also includes working towards creating an African-American Studies major. Theobalds said that this new major would instill "more integration into the [Barnard] curriculum." BOBW also plans to promote the recruitment of a minority dean to Barnard in order to provide a more

diverse administration and faculty.

The other officers of BOBW are Vice-President Cassandra Smith (BC '91), Secretary Stephanie Benjamin (BC '93), Treasurer Tanya Mays (BC '91), Celebration Coordinator Kim Smith (BC '92), Publicity Coordinator Dara Paul (BC '92), Social Chair Linda Martin

—By Mary Kim

Recital to Benefit Retinitis Pigmentosa

On Sunday, May 6, the National Retinitis Foundation Fighting Blindness and the Barnard College Office for Disability Services will be co-sponsoring *Sunday Sounds for Sight* which will be held in the James Chapel of the Union Theological Seminary from 4-6pm.

The idea for the benefit was generated from BC student Christine Gordon, whose father, now legally blind, was diagnosed with Retinitis Pigmentosa as a child.

This past December, Gordon began to entertain the idea of organizing a concert to benefit the research programs of the National Retinitis Pigmentosa Foundation Fighting Blindness. "I guess I just felt it was time for me to get

involved again and do something to support the research...With Barnard's improving programs in the arts with the Manhattan School of Music and The Julliard School of Music, I knew it wouldn't be hard to find the talent. So I began planning the event immediately," said Gordon.

On May 6 Gordon, who is a vocal student Barnard will perform along with harpist Heather Tamm of Barnard College and Marhattan School of Music, violinist Aaron Jans of The Julliard School of Music, and pianist John Schucker, a graduate of The Julliard School of Music. ♦

—by Chrstine Gordon

BULLETINS

Teaching For America Today, in New York City

Last Friday, April 20 a group of six Barnard and Columbia students helped launch "Teach For America Today," a volunteer student-teaching program at Public School #145.

Barnard/Columbia's Teach For America Today group is modeled after the national Teach for America organization, but is oriented towards undergraduates rather than graduates. "We thought Teach For America would be a good experience not only for the kids, but also for the college students. It builds confidence and it's a great experience," said Teach For America Today Co-coordinator Leah Zimmerman (BC '90).

The six students who participated in Friday's kick-off each taught something that they had enjoyed learning and were eager to share with a group of fifth graders. The classes included theatre improv, puppet making, juggling, cartooning, sign language, and how to make egg bombs. Twenty-one fifth graders participated in the program. They were divided into groups of seven and were able to choose two classes.

Teach For America Today aims to provide college students with the opportunity to teach in a classroom situation and to provide a new and enjoyable learning experience for the elementary students.

The Barnard/Columbia Teach For America Today group hopes not only to promote interest in the new post-graduate opportunity but also to create an awareness on campus of the importance of public school education. The program seeks to convey the message that undergraduates can make a difference in shaping the nation's future.

Teach For America Today wants "to give undergraduates who have contemplated teaching or [already know that they] want to teach, an opportunity to

try it," and "to give an idea of what it is like in a classroom," according to Teach For America Today Program Coordinator Caroline Sheerin (BC '93).

Beginning in September, the program will send students to P.S. #145 at 105 and Amsterdam each Friday to teach an extracurricular class of their choice.

Also next year, the program will begin conducting practice teaching sessions, as well as holding a monthly party for all students participating in Teach For America Today. A sign-up sheet will be available for volunteers to register to teach the twenty minute sessions on Friday afternoons.

Posters in September will inform students of important dates and times for organizational meetings.

Teach For America is a new non-profit organization, creating a national teachers corps by recruiting graduating seniors from the top 100 schools in the US. About 45 seniors from Columbia University applied for positions with the organization and seventeen were accepted. Six have confirmed: Elliot Graham (CC '90), Emilio Gonzalez (CC '90), Lisa Nahmason (BC '90), Lisa Robinson (CC '90), Evan Tasch (CC '89), and Gillian Williams (BC '90). These six will join 494 other graduating seniors at the University of Southern California campus this summer for an eight week intensive training session. The training session will integrate theory with practice by sending corps members each day into classrooms. u

Maryanne Mazzeo is a Barnard College sophomore and the Columbia University Teach For America Campus Representative. ♦

—by Maryanne Mazzeo

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SGA Awards Summer Grants

—by Leah Zimmerman

Barnard Student Government Association (SGA) awarded summer grants totaling \$4,000.00 to 10 Barnard students. According to the Summer SGA Grant Application, the money is "either used to finance projects conceived of and arranged by the students themselves, or is given to students participating in internships coordinated with the Career Services Office. The purpose of the Student Government Association grants is to assist students who merit financial help in order to complete their projects or internships."

This year, 20 students submitted proposals to SGA Officer of the Board Janet Alperstein (BC '92). The applications were reviewed and acted upon by the Appointing Committee and Alperstein. This year's decisions were difficult at first because, "there were so many applicants," said Alperstein. "Once we set the criteria, it was an easy decision." According to Alperstein, SGA offers "a unique opportunity [for students] who will be able to give back to the community."

The committee decided how much to award recipients "based on how much they need, and what they need it for," said Alperstein.

This year's grant recipients include: Janine Tankoos (BC'91), Lanileigh Ting (BC'91), Whitney Walthall (BC'91), Stacey Rees (BC'91), Maryanne Mazzeo (BC'92), Elizabeth Cotler (BC'91), Maya Soetoro (BC'91), Hawley Anderson (BC'91), and Eliza Randall (BC'91).

Janine Tankoos will fly to Cambridge, England and present a paper at the 23rd annual meeting of the International Society for Developmental Psychobiology in July. A psychology major, Tankoos has been researching animal behavior with Professor Peter Balsam since last August. She expects her summer grant

will help her pay for room and board here, while she finishes her research, and in England, when she goes to present her paper.

Tankoos will also present her paper at Barnard. She said the summer grant "really helps me out a lot." Although the grant does not cover all her costs, she says, "I've worked so hard, I figure I'll get the money somehow."

Stacey Rees plans to spend six weeks in New Orleans teaching Art History to students entering the sixth grade in the "Summerbridge Program." "The course, called 'Art Alive', is a basic composition course where students will learn about line and form," explained Rees. "We want to try to give kids a vocabulary to visualize art and open up that mode of expression to them."

The money from Maryanne Mazzeo's summer grant will go toward an internship with Teach for America. She is going to Los Angeles for the summer training program of Teach for America. "LA! I'm totally psyched!" Teach for America will be on the USC campus for 8 weeks. Mazzeo's job will incorporate "everything and anything."

Mazzeo will be involved in finding teachers to help teach the new teachers, finding public speakers, and helping set up network systems in cities where corps members will be teaching for the Teach For America program.

Mazzeo said she will "focus on publicity and public relations. It makes me feel great about Barnard and being a student at Barnard," said Mazzeo.

According to Mazzeo, she will return the honor by organizing events with Teach for America in New York. She hopes to plan "a program on the New York City public schools and do something of more national importance in education in addition to instilling an

awareness on campus of public school education."

Eliza Randall expressed appreciation for her award but she was also surprised that her project had been approved. "I'm pleased that it merited enough [attention]." She expects to be doing an internship with the New York City Gay and Lesbian Anti-Violence Project. Randall was glad that SGA had felt "no homophobia" when distributing the awards.

Randall's job will involve compilation and analysis of casework statistics involving violence against gays and lesbians. The Project will use the statistics to look at the increase in violence reported from 1985-1990, according to Randall.

Randall said her involvement with Take Back the Night and the Lesbian, Bisexual, Gay Coalition (LBGC) has led to her interest in the project. In addition to the SGA grant, Randall has received the Rappaport Memorial Scholarship, a scholarship given to gay and lesbians who are working for the benefit of the community.

Randall expects that together with grant recipient Hawley Anderson she will "set up a presentation on AIDS and violence." She hopes to "set up a panel of speakers on the topic of violence against Lesbians and Gays and against women.

Regarding a non-paying internship this summer she said, "the point is to help these people. I feel it is really, really important. If it means I don't get paid, its worth it." Randall has not received official confirmation of her job and therefore has not yet accepted the award. ♦

Leah Zimmerman is a Barnard College

Fleming Advocates Black Student Leadership

—by Molly Bradley

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The results of Fleming's research demonstrated that black students in black colleges showed more evidence of academic and intellectual development than those attending predominantly white colleges.
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Barnard College Psychology professor and Barnard alumna Jacqueline Fleming (BC '69) addressed different educational experiences for blacks in college during her keynote speech at the Barnard Organization of Black Women's (BOBW) Spring Celebration dinner on April 20 in the James Room of Barnard Hall.

Her lecture, entitled "Black Women in College," incorporated her own extensive research from her seven year study which she published in her book, *Blacks in College*.

Barnard Influenced Fleming

According to Fleming, her years at Barnard constituted the most significant aspect of her development. "I came to Barnard and life began," she explained. Fleming grew up in Rhode Island, and was the only black student in her secondary school, she said. "I had never known other intelligent black women" she continued.

In her research, Fleming did not originally intend to re-examine her own college years. However, she found herself "looking for my own experience in the data."

Analyzing Behavior in Mixed Colleges

Fleming set out to study what was unique about a black education in a white school, and a black education in a black school.

Fleming's study was the "first major study of blacks in [both] predominantly white and predominantly black colleges."

According to Fleming, at the time she began her study, many people felt that predominantly black schools were unfavorable because they wasted re-



BULLETIN/Hilary Krosney

Professor Jacqueline Fleming

sources that could have otherwise been used in white schools.

The results of her research demonstrated that blacks students in black colleges showed more evidence of "academic and intellectual development" than those attending predominantly white colleges. Fleming cited that black students in black colleges showed twice as much academic and intellectual development from their freshman year to their senior year.

The Scope of Her Research

Fleming's extensive research, spanning seven years, pooled comprehensive data from 3000 students by using detailed questionnaires and/or conducting interviews. 2600 black and 400 white males and females from a total of 15 colleges in Georgia, Texas, Mississippi, and Ohio participated in her study. She chose colleges in the South, she explained, because this was where the nations all-black colleges were located. She wanted to examine and compare these colleges to predominantly white ones

nearby.

Data Advocates All-Black Student Communities

Faced with the statistics she had found, Fleming rhetorically asked if the results argued for a return to segregated schools. She asserted that integration "is not like a religion" that must be accepted without question. Instead, Fleming said, segregation is "a noble experiment" worth investigating.

When asked what she thought was the best environment for educating black students, Fleming responded by saying that each student is an individual with individual needs, and thus there is no one perfect environment.

Fleming theorized that because black students in black schools have access to a wider network of relationships with other blacks, those students showed less inhibition than black students in predominantly white colleges.

Fleming sees three critical educational advantages for black students attending a black college. Black students at a black college tend to have more friends. There are "more sympathetic people," said Fleming, for those students to talk to, "especially in times of stress." Secondly, Fleming believes that in all black colleges, students have more "mentors." They develop more informal relationships with teachers who provide inspiration. And thirdly, black students at a black college participate in a wider range of extracurricular activities, and thus "effect a feeling of belonging to an institution." It is this "sense of belonging [to an institution]" that goes hand in hand with maximum performance," Fleming explained.

Women Face Intellectual Rise, Decrease in Assertiveness

Fleming also analyzed her data by sex. Black women in black schools "seem to be in danger of becoming more passive." While those women show academic gains, their level of assertiveness de-

creases. By the time they are seniors, Fleming found black women in black schools to be more shy and submissive than they had been in their freshman year. Fleming explained this phenomenon as part of the "basic conditioning" all women experience; they want to have men like them and be around them, so they act passively to encourage male attraction.

Black women in predominantly white schools showed more evidence of assertiveness than intellectual gain, Fleming discovered. These black women "lead painful, lonely lives" she said, but "bear up under the pain well by re-channeling" their pain into their work. "Harsh

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Black women in predominantly white schools showed more evidence of assertiveness than intellectual gain, Fleming discovered.
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conditions do create self-reliance and independence" said Fleming.

Fleming again referred back to her experience at Barnard, as a black woman in a predominantly white school, and said that "Barnard was not harsh for me, coming from my background it was the best situation I had had."

The Male Side

Fleming discussed some "lessons" about men she said she inadvertently learned during her research. According to Fleming, interaction with men is a "growth-producing" experience. The problem she has found for all black

women, however, is that there are too few able black men. We are losing them to drugs, gangs, crime, and parents who are "unable to instill in them confidence to cope with society."

Fleming found men in predominantly black schools to be "basically happy." They are encouraged, and get "the lion's share of intellectual and personal rewards," she continued.

In contrast, Fleming found black men in predominantly white colleges to be oppressed to the point of physical and psychological withdrawal. Black men, she believes, run away from any situation in which they are not allowed to feel assertive. But they "blossom" when they are allowed outlets for their energy, that is, to organize, lead, play important roles.

Fleming told the audience that black women could be the solution to the troubles black men face today "if we knew what to do." What to do, she explained, is to be supportive of men and "reward" them. Fleming emphasized that being a "nurturing" person is one job of the black woman.

Her opinions on what some interpreted as her belief of the "dominance" of men were criticized by members of the audience. "I was disappointed with her results. She seemed to advocate the perpetuation of gender bias," said Kimberly Elaine Parker (BC '92). Fleming clarified that the "trick is to support a man's assertiveness, without giving up our own." She continued, saying that our lives are "intimately linked to those of black men, and "our attitude should be one of support, to beget support." "I stand for assertive women and assertive men," she insisted, finding "no contradiction in the two."

Advice for a Successful College Career

The college experience is a time for growth, Fleming said. This is the time for individuals to pass from adolescence to

—continued on page 12

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EVE'S GARDEN: Paradise Reclaimed

—by Diana Miller and Stacey J. Rees

I arrived at 119 W. 57th Street, home of Eve's Garden, and looked up at the building in front of me. It resembled every other building on the block— not one in which a sex store for women would be located. Hesitantly, I stepped into the elevator, where another woman was standing. "She's going to Eve's Garden. I just know she is." But alas, she got off on the sixth floor while I stayed on until the 14th— I would have to do this one alone.

Visions of a women's sex store filled my mind on the way down the corridor to the shop. I pictured the Pink Pussycat Boutique downtown, with its spiked dildos in the window, men and women in black leather behind the counters, and an occasional transvestite on the corner shouting, "Dildos, get your dildos here!"

I timidly opened the door to find New Age music playing softly, a neat, uncluttered ambiance, and a woman greeting me with a smile. Wearing casual, earth-toned clothing, she was hardly the type of woman I had expected to find working at a women's sexuality store. I felt strangely comfortable in front of this middle-aged woman, as if my mother and her generation were finally not just allowing me my sexuality, but encouraging me with alacrity to explore it.

By helping women to reclaim or discover our capacity for sexual pleasure, Eve's Garden performs an invaluable service. The shop encourages sexual pleasure in all of its forms and entirely destigmatizes dildos, vibrators, and masturbation.

I began to wander around the store, finding to my delight many innovative contraptions including glow-in-the-dark condoms; fruit-flavored lubricants; tasty body paints in lemon, lime, cherry and blueberry; strap-on dildos in all different sizes and shapes (including a dolphin, fingers and a woman); "Kama Sutra Oil

of Love," an oil which heats up the skin and tastes sweet as well; and "Playsafe," latex panties in several colors for women to wear— undoubtedly the fashion trend of the 90s.

The availability of latex "Playsafe" panties is just one example of the AIDS awareness that abounds in Eve's Garden. The shop carries books about HIV transmission among women of all sexual ori-

(with the sharpener) I could outdo Georgia O'Keefe any day! Another interesting sounding book caught my eye: Cucumbers Are Better Than Men Because....

Speaking of not needing men, or women, for that matter, let's talk about masturbation. We all know that men jerk off by themselves, together in a circle, on a train, in a plane, with *The Spectator*

"Taking a sex-positive stand in a sex-negative culture takes courage and integrity."

—Dell Williams, owner of Eve's Garden

entations. Glow-in-the-dark condoms, safer sex kits, latex gloves, and dental dams fill much display space. The packaging on most of the products and Eve's Garden's staff suggest ways to eroticize safer sex.

After I amused myself by tasting the flavored lubricants and by licking my arm after applying "Kama Sutra Oil of Love," I found my way to the book section of the store. The books displayed there appealed to lesbian, bisexual and heterosexual audiences, with titles ranging from *Macho Sluts*, lesbian S/M fiction by Pat Califia, to *The Complete Manual of Sexual Positions*, a modern day sex manual for flexible (some of the positions looked as if one would need to be an expert in yoga) heterosexual couples.

In the middle section I discovered *The Cunt Coloring Book*. Being of the curious sort, I opened it and found enlarged pictures of female genitalia (surprise) just waiting to be colored. Just think: with this nifty book and a 64 pack of Crayolas

staff, anywhere. No one would deny it. But women's masturbation? That's quite another story.

Eve's Garden encourages women to explore all aspects of our sexuality, and emphasizes self love (masturbation). Woody Allen's Annie Hall adage: "Don't knock masturbation, it's sex with someone I love," should be engraved above their door.

The Eve's Garden cashier took my sexual interest seriously, she was obviously non judgmental and perfectly comfortable talking about sex. My experience at Eve's Garden had been far more positive and enjoyable than one I had had earlier that week. I had asked a male newsstand worker for a particular sex magazine. He refused to take me seriously and was sure I meant to ask for a similar sounding magazine about fashion, cooking or other more "lady-like" pursuits.

Dell Williams, owner of Eve's Garden, founded the shop in 1974 precisely
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Fleming

—continued from page 9

adulthood. To do so, Fleming cited what she believes are two things black students must do. First, they must decide on an occupation. When an occupation has been decided upon, it "anchors the personality for the challenges ahead," Fleming said. Secondly, Fleming stated that black students should develop a mature capacity for intimacy.

Fleming told the audience that some people have compared the pleasure of "mastering life" to sex. She said that the feelings associated with mastery of life are not like sex, "but better than sex."

Fleming argued for the adoption of four basic skills. The first most important skill is to learn to lead. "You must learn to run life around you on campus" as well as in the world, she charged. This is done by participating in extracurricular activities and holding leadership positions, Fleming explained.

Secondly, Fleming encourages the development of competence in at least one subject area explaining that "a strong

competence buffers the turbulence of college years."

Thirdly, Fleming cited mentorship; "get adults on your side." Adults provide inspiration for learning and are the single most important factor in developing a talent, said Fleming.

And finally, Fleming believes students must design a strategy for handling stress and racism in particular. If you can't manage stress and racism, said Fleming, "you will become [its] victim." She predicted that many blacks will die from stress-related disease in later life. "I insist everyone learn some form of stress management," she emphasized.

BOBW President Nekessa Moody (BC '92) and coordinators of the Celebration Weekend had positive reactions to their chosen speaker. "I thought that she was an excellent speaker, speaking the truth. I really enjoyed her," said Moody. ♦

Molly Bradley is a Bulletin news editor and a Barnard College sophomore.

Survey

—continued from page 4

scribed themselves as heterosexuals.

According to Williams, the results of the survey are "consistent with surveys taken at other schools."

Williams believes that Columbia's survey "puts us on the forefront of doing research on the subject; not many schools are doing [this kind of research]."

Williams explained that this survey was a "pilot one," and a longer one will be prepared in the fall by Columbia Health Services and the Sexual Assault Task Force. ♦

—by Molly Bradley

Eve's Garden

—continued from page 11

because she had had similar negative experiences vibrator shopping in "mixed" company. She felt women needed our own space in which we would feel comfortable and be taken seriously while exploring our sexuality, and decided to create, as she says in her catalog of goodies, "a sex-positive, comfortable nurturing environment where women have access to the tools of pleasure."

Williams has done just that. Aside from Eve's Garden's "sex-for-pleasure" ethos, which merits serious attention in itself, the shop sells books about incest, safer sex, and society's negative attitude towards older women's sexuality. Eve's Garden provides a sex-positive and sensitive atmosphere where incest survivors can begin to reclaim their bodies and their sexuality. The shop also supplies a selection of books exploring the challenges and pleasures of older women's sexuality. These books combat society's tendency to label older women asexual.

I was heartened by Dell Williams' message in the Eve's Garden's 1990 Winter newsletter: "Taking a sex-positive stand in a sex-negative culture takes courage and integrity. To follow the flow of one's sexual desire... to allow oneself to dance with the energy and wonder of sex... that, in itself, goes against anything we were taught or conditioned to believe... So, in essence, we are changing the world. We are changing the belief system about sex, acknowledging our humanness and vulnerability, taking risks, and declaring our right to sexual pleasure." ♦

Diana Miller is a Barnard College senior. Stacey J. Rees is a Bulletin women's issues editor and a Barnard College junior.



The Home Stretch

—by Lainie Blum

It's happened at last! For weeks now, I've been scanning the Columbia campus for familiar harbingers of summer vacation. Every year I look for those baby blue poles that punctuate the Columbia campus, because when they go up, school is over. I'm not quite certain what those poles are for, but I think they support the PA system at commencement. Finally, the great blue poles are standing tall and proud. School is almost over.

The advent of the blue poles holds special significance for me this year, because this year the blue poles mean that my graduation is heartbeats away. At last I'll be there to witness the function of those poles. But to tell the truth, I'm a little concerned that commencement will be somewhat disappointing. Greatly anticipated events in life often end that way.

Take, for example, the obligatory senior thesis. Eight months ago, we Barnard seniors embarked on what proved to be a most difficult journey. In September the seeds were first planted in our brains. With gentle, yet forceful nurturing, we thesis-writers molded our sapling ideas into one-page proposals, then five-page prospectuses, then ten-page drafts. Finally, we wrote a complete rough draft.

In the panic-stricken final weeks of research and revisions, we completed the process and produced a real-life senior thesis. We even had it bound at Kinko's. But when we wearily delivered our papers to our respective departmental offices and professors, all was quiet. We received no 21-gun salute or ticker-tape parade, no fireworks to mark this milestone of achievement. We felt no electric rush of relief or satisfaction. It was just over, and we wanted some sleep. Period. Serious anti-climax.

Of course, I thought that once my

thesis was done it would be smooth sailing. Pure folly. Somehow I have to get myself motivated to begin another 25-page paper. I know in my heart that this is truly my last big assignment, and wouldn't it be nice to consolidate all of my energy and make it the best damn thing I've ever written. This, however, doesn't seem to be a likely possibility. With each passing day, my focus changes and readjusts to look beyond this campus to the larger world in which I have to find a job and an affordable place to live.

◆
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 this milestone of
 achievement.*
 ◆

Papers and theses, which used to be at the center of my universe, are rapidly moving towards the periphery and fading into the background. Due to the pressures of post-collegiate life, that final paper of my college days has transformed into little more than a big nuisance.

My perspective on life is changing, and sadly, that means it's time to go. Though my years at Barnard have been

truly wonderful, it's time to start thinking about paying the rent and meeting job deadlines. Barnard has made me into the woman that I am today, and now I must allow her to see and learn and do all she can.

But I must add regretfully that the more things change, the more they stay the same. The final testimony to my years at Barnard—my diploma—will epitomize the problem I found most troubling during my college years. Emblazoned across the top of the diploma, in large letters, are the words "Columbia University." The equally important words, "Barnard College," are curiously obscured in the much smaller text below.

I want my diploma to scream "BARNARD" across the top! I do not go to Columbia; I go to Barnard. And strangely enough, I am incredibly proud of that fact. After all this time, I really don't understand why, even on our diplomas, Columbia must overshadow Barnard. The Columbia diploma would make perfect sense if, like SEAS or Columbia College, Barnard was officially under the auspices of Columbia University. But that isn't the case. Barnard, which is properly an independent women's college, is affiliated with, but does not belong to the University.

If I could leave one thing to the Barnard students who are not graduating this year, I would leave a profound pride in this women's college—a pride that does not wait until after graduation to enrich their lives. I leave them a burning desire for a diploma that shouts, "I am thrilled and pleased and honored and proud to be a Barnard graduate!" ◆

Lainie Blum is a Barnard College senior.

Author Explores Past/Present of Gabon *One Dry Season... Not a Dry Book*

—by Ghazala Osman

The Victorian Woman. I conjure an image of a corset-bound ornament with neither a mind nor a will of her own. Certainly this describes some Victorian women but many remarkable women struck out on their own to make it in the world. Mary Kingsley was such a woman. Without the benefit of a formal education, she rose to become an authority on West Africa.

Almost a century later, Caroline Alexander, inspired by Mary Kingsley's nar-

rica was sparked by her father's travels around the world. George Kingsley was a doctor who traveled as a personal physician for aristocrats. His library was filled with books on the customs and cultures of various African tribes. Mary spent much of her time reading in this library as she was often home-bound to care for her ill mother and brother. When George Kingsley retired, he devoted all of his time to pursuing his personal interest in sacrificial rites of native cultures.

grants make in increasing the economic power of the area, the forest still overwhelms.

Alexander questions how Mary Kingsley was permitted to see so much of Gabon. For Alexander, following Kingsley's footsteps often led to detours if not dead ends. Were Mary Kingsley's hours of waterfalls and historic scenes planned or did her guides choose what she should see? Alexander finds that her twentieth century guides still had strict notions of what would interest her and what would be appropriate and safe for a European woman.

Many Victorian accounts of a journey through Africa contain a fair number of moral evaluations of the society observed. Even V.S. Naipaul is not immune to such criticism in his book *Among the Believers*. But *One Dry Season* is simply honest. It collects many scenarios of different aspects of life in Gabon, creating a real image of a nation and its culture. The harshness of life is neither glossed over nor exaggerated.

One Dry Season is neither a travel log nor an anthropological study of Gabon.

Alexander succeeds at bringing an alien world to us; a world that fascinates as much today as it did a century ago. Mary Kingsley told her audience to go to Gabon and "find things as I have said". Ms. Alexander, who took that advice a century later, now offers us the same invitation. To Gabon? ◆

Ghazala Osman is a Barnard College

Alexander describes her book as "an odd mixture of personal travel narrative, history and hefty doses of African religion and customs."

ratives about her West African travels has written *One Dry Season*. Alexander describes her book as "an odd mixture of personal travel narrative, history and hefty doses of African religion and customs." Alexander echoes Mary Kingsley's words, updating her picture of West Africa and bringing to it her own twentieth century observations. The book, which intersperses the narratives and observations of Kingsley into Alexander's story, piques the reader's interest in both the woman and the land.

Alexander's style differs greatly from her Victorian predecessor in its impressionistic quality. Accurate details aren't noted scientifically as in the former explorer's work. Rather, Alexander uses people's personalities to reflect Gabon's natural environment.

Mary Kingsley's interest in West Af-

rica was delighted to serve as her father's adored assistant. She worshipped him. It was partly due to her desire to continue his work that she decided to travel to Gabon. Mary finally left England after her parents died. She recorded only her second journey for the public in *Travels in West Africa*.

When Alexander lived in Gabon she attempted to recreate the atmosphere that Mary Kingsley must have experienced by living with modern day nuns who still followed traditions of hospitality and solace. Refrigerators and cars in Alexander's Gabon were only the superficial manifestations of the changes Gabon experienced since Kingsley's time. There is a remarkable similarity between the Victorian Gabon and the Gabon of modern day. The land dominates the people. No matter what progress immi-

Join Bulletin.

Progress Can Be Boring

The Chills *Submarine Bells*

—by George E. Boulukos

Submarine Bells marks a progression for the Chills, in a sense, but I wonder if what they've progressed past wasn't worth keeping. On this record, they've become comfortable with slick college radio production and the LP format. Their last effort, *Brave Words*, had a certain awkwardness about it, as though they'd stumbled into an eighteen track studio, and all the shiny high-tech equipment made them too queasy to really play their hearts out. Here, they're perfectly self-confident, and a sense of ease pervades.

The feeling of comfort makes this record easier to throw on and passively enjoy; it hums along quite pleasantly in the background. But, however much of an advance over *Brave Words* this may be, it comes nowhere near the purely original, heartstopping vision that earlier songs like "Pink Frost," "Hidden Bay," and "Never Never Go" achieved. And certainly, they will never again approach the level of enthusiastic, playful sloppiness that made "Bite" (one of the two B-sides to their first single, "Rolling Moon") one of the historic peaks of post-punk garage FUN. The singularity of their vision is gone. Ironically, other bands, for example, fellow New Zealanders the Bats, Boston's Galaxy 500, and NY's own Bricks, have been working on music similar to the early Chills, with varying success. The Bats' highly personal, fragile, melancholy sound on the *Daddy's Highway* LP approximates what the Chills once almost owned. The Chills have never really made it happen with an album—*Kaleidoscope World* is excellent through and through, but it's a collection of singles. Martin Phillips' brilliance as a songwriter lends itself to the concentrated format of singles and EPs, but seems strained over an entire LP.

I can easily imagine that Martin, singer, guitarist, sole remaining original member, and artistic heart of the Chills, was so daunted by the concept of an "album" that he lost his edge. He is, unquestionably, an odd duck. The first time I saw him perform, the bizarre, nearly pathetic spectacle he presented was enchanting. He grimaced and shook awkwardly throughout the entire show. He seemed pained by his own music, but also committed to it, intent on overcoming his pain and shyness in order to communicate with his audience. He was indescribably intense. The new LP, by contrast, is relaxed, cool, and professional.

His personal shyness is overwhelming. In interviews, he has trouble even coming up with monosyllables. Before the show, I happened to sit at the same table with the band at a pizza joint across from the club. The other band members happily interrogated us Americans about our lives and marvelled at the size of the cars on our streets. But when Martin was asked a question, he blushed, looked down at his food, and muttered inaudibly. The woman who was then the drummer said, "Martin's very tired. He needs to concentrate on preparing for the show," very frankly and without the slightest sense that her need to interpret his behavior was bizarre.

Anyhow, I wish the Chills all success; they deserve it for what they've already done, and it's great to have them around to come up with songs like "Oncoming Day" and "Effloresce and Deliquesce" which, if not as breathtaking as the early singles, are at once cathartic, intricate, and sincere. ♦

George E Boulukos is a Columbia College senior.

Muse News

The summer arrives.
Heat.
Eggs are souls.

Meaning is found
Under
Seashells
Eggplant purple, robin's egg

Blue
Is
Dreams
Shattered:

All over the sand: my heart
Like spilled coppertone.
Like a melted Big Stik

Fallacies
All of them,
Remembered days of wine and roses
Evenings
Wasted: stars
Effervescence, brilliant
Like the pearls that were his eyes
Like the muse
!

Adieu, Adieu,
Remember Muse.

Farewell to all of
our loyal readers...

'til next semester!

**HEARTIEST CONGRATULATIONS
to Barnard's CLASS of 1990!**

*from the Barnard Alumnae Association of Washington, D.C.
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area to contact us and join your fellow alumnae in Washington, D.C.
for a wide range of club-sponsored educational, professional and social
activities!*

Best wishes for your summer and for the future!

We look forward to having you join us!

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