



BARNARD BULLETIN

Volume XCIX

Number 5

March 2, 1992

sexism	anti-semitism	privatism	nihilism	racism
racism	moralism	classicism	magnetism	sexism
classism	activism	modernism	socialism	classism
elitism	cannibalism	communism	mormonism	animalism
fascism	capitalism	atheism	domesticism	mysticism
reaganism	radicalism	materialism	taoism	marxism
militarism	secularism	paternalism	altruism	ostracism
martyrism	feminism	patriotism	sadism	polygamism
egoism	ecclēcticism	separatism	didacticism	womanism
fauvism	nationalism	racism	stalinism	fanaticism
nepotism	catholicism	sexism	vandalism	fetishism
jingoism	liberalism	classism	journalism	anarchism
dadaism	monotheism	passivism	creationism	mccarthyism
formalism	witticism	surrealism	globalism	emotionalism
zionism	phallicism	buddhism	herbism	progressivism
populism	individualism	optimism	protestantism	parallelism
chauvinism	romanticism	impressionism	masochism	republicanism

In This Issue:

- Women's Co-Op Discusses Other "Isms" In Relation To Feminism
- STING Conference Encourages Student Activism
- A Victory For Need-Blind Admissions?



BARNARD'S 39 MOST WANTED:

IF YOUR NAME IS ON THIS LIST SEE THE

REGISTRAR IMMEDIATELY!

STUDENTS WHO HAVE NOT REGISTERED OR FILED PROGRAMS: Audette, A.; Hwang, A.; Kronzueher, S.; Landres, M.; Lipton, S.; Menon, L.; Monaghan, M.; Nichols, J.; Nabavinejad, N.; Pustilnik, N.; Stone, A.; Rosenstock, S.; Sager, J.; Stimmann, R.; Weisfisch, M.; Yadov, J.; Zaldariaga, A.

STUDENTS WHO HAVE FILED PROGRAMS BUT HAVE NOT REGISTERED: Farzan-Kashani, N.; Ho, M.; Marple, S.; Pallen, J.; Ravid, O.; Shelly, D.; Walker, J.; Yeager, D.

REGISTERED STUDENTS WHO HAVE NOT FILED PROGRAMS: BRUTON, F.; COLEMAN, J.; DAVID, L.; ERDE, S.; GARFINKEL, T.; GIANNARIS, V.; GUNTER, H.; INGALLS, J.; KAO, K.; KASSEM, J.; KEMPENICH, J.; NELSON, K.; OSMAN, M.; VALLEJO, M.

BEAR THE FOLLOWING DEADLINES IN MIND:

LAST DAY TO DROP A COURSE (TO BE DELETED FROM RECORD): THURSDAY, MARCH 26; request pass/D/fail grades: THURSDAY, MARCH 26; declare a major: WEDNESDAY, APRIL 15; withdraw from a course ("W" on record): MONDAY, APRIL 20.

SOPHOMORES

MAJOR DECISIONS: BE SURE TO CHECK YOUR mailbox for the recent memo from the Dean of Studies office concerning progress toward the fulfillment of degree requirements and consideration of a major field. You should arrange an appointment with your advisor for an official audit of your degree progress. The schedule is as follows: LAST NAMES: A-I MARCH 2-6; J-R MARCH 9-13; S-Z, MARCH 23-27. This is a suggested schedule which attempts to distribute students evenly. Be sure to fill out the form on the back of the memo and bring it with you to your appointment. You will be expected to declare your major and file your choice with the Registrar by WEDNESDAY, APRIL 15. It is important to have completed the audit prior to that deadline.

NEW MAJORS IN FRENCH, GERMAN AND SPANISH DEPARTMENTS

STUDENTS CONSIDERING A MAJOR IN THE languages listed above who are disinclined to concentrate on literature or translation should know that new tracks in these departments have been approved by the Committee on Instruction. Interested students should contact Professors Gavronsky, Sakrawa or Welles for details.

ON A MUSICAL NOTE . . .

MUSIC LESSONS: YOU ARE REMINDED THAT IF YOU ARE NOT a music major, you may enroll in as many as SIX courses in music lessons—whether at Juilliard, Manhattan, or Columbia—the third and fourth of which MUST BE validated by concurrent enrollment in courses in music literature, history, or theory. One point of degree credit (charged at the three-point rate for tuition) will be granted for each course.

THE JULLIARD SCHOOL: ENTRANCE auditions for September 1992 will be given on May 27-29. The application/audition fee is \$35. A fee of \$25 will be charged for late applications. Interested students should file both Juilliard and Barnard Registrar's applications, obtainable at the Barnard Registrar's office, as soon as possible. The deadline to apply for the May 27-29 required auditions is Sunday, March 15.

MANHATTAN SCHOOL OF MUSIC: STUDENTS may audition to qualify for music lessons with Manhattan faculty. The audition fee is \$35. The deadline to apply for the MAY 25-29 required auditions for entrance in SEPTEMBER 1992 is WEDNESDAY, APRIL 15.

PEER SUPPORT GROUPS

THE FOLLOWING GROUPS ARE BEING OFFERED on weekly basis this semester: PROCRASTINATION AND OTHER ACADEMIC OBSTACLES, TUESDAYS, 11:15 a.m. - noon, 108 Millbank; the BEREAVEMENT GROUP, Fridays, noon - 1 p.m., 108 Millbank; DIVORCE (through MARCH 31), TUESDAYS, 4 - 5 P.M. THE SENIOR SUPPORT GROUP HAS BEEN CANCELLED

COLUMBIA RAPE CRISIS CENTER

THE CU RAPE CRISIS CENTER, LOCATED IN 509 Butler Hall, is open Mondays, Wednesdays, Fridays, Saturdays, and Sundays from 4 p.m. - 10 p.m. Peer Counselors' hours are 5 p.m. - 9 p.m. The telephone Hotline is x4-HELP (x44357) and the office extension is x44366. Services currently being offered by the RCC include telephone and in-person crisis response/intervention counseling, referrals and information.

CAREER SERVICES INFORMATION

RESUME-WRITING WORKSHOP WILL BE GIVEN ON FRIDAY, MARCH 6 at 12:15 p.m. in the Career Services office, 11 Millbank.

TAPED MOCK INTERVIEWS: CAREER Services is offering practice interview sessions on Tuesdays from 9-10 a.m. and Fridays from 12-1 p.m. You must sign-up in advance to reserve a time and remember to bring a recent resume with you to the interview.

THE MARTIN FISCHBEIN FELLOWSHIP: A THREE-month PAID summer internship for juniors interested in publishing. The application essay deadline is MARCH 15. For more information, contact the Career Services office, x42033.

JACOB'S PILLOW NY: A SUMMER INTERNSHIP that offers professional experience in arts administration and technical production. The internship includes full room and board plus a stipend from June 1 through AUGUST 31. Resume and cover letter must be received by MARCH 9.

SENIOR CLIPBOARD

THE HERBERT SCOVILLE PEACE FELLOWSHIP: Applications are available for college graduates interested in working in Washington, D.C. for disarmament, arms control and peace organizations. A stipend of \$1,200 per month plus travel expenses will be provided. The deadline to apply for the Fall semester is MARCH 15. For further information, see the info file at the front desk of the Career Services office, 11 Millbank. THE RAOUL WALLENBERG SCHOLARSHIP

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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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Students Must Fight Financial Aid Problems On All Fronts

During a time when many academic institutions are re-evaluating their policies of need-blind admissions and full-need financial aid, Barnard must be commended for its ongoing attempts to make a Barnard education possible for qualified students—regardless of financial need. We cannot, however, take it for granted that Barnard will be able to forever maintain its financial aid policies. Ten years ago, 30% of students received aid from Barnard. That number has grown to 47% of the class of '95, and the financial aid department reports even greater numbers of financial aid applicants among the class that will enter Barnard next semester. Barnard is committed to meeting the financial needs of its accepted students, but according to Director of Financial Aid Suzanne Claire Guard, it becomes more difficult each year.

Clearly, as the economy worsens and the state and federal governments increase cutbacks in higher education assistance programs, the financial needs of students rise commensurately. According to Guard, families who once thought that they could meet the costs of a Barnard education are finding it increasingly difficult to do so. On the state level, Governor Cuomo has made cuts to the state Tuition Assistance Program (T.A.P.), and has eliminated Regents Scholarships, which once provided \$250 per year to qualified New York State students regardless of need. Over the years, the federal government has increasingly cut back on funding for its education program. Recent measures—such as Bush's proposal to increase the maximum Pell Grant from \$2400 to \$3700 and the maximum Stafford Loan from \$3,000 to \$4,000—are cosmetic at best. Bush's proposal would make eligibility requirements more stringent, and the increase in money available to the individual will be countered by a smaller number of students who will be able to qualify for this increase.

As students, we are directly affected by these measures. In the past, Barnard has struggled to compensate for the rising needs of students and the declining assistance of the federal and state governments. It is our responsibility to aid in that struggle. The recent proposals at Columbia have made it clear that the "survival" of an institution sometimes takes precedence over the ideals of diversity and equality of opportunity. If these are ideals which you wish to maintain, for today and into the future, then be aware and get active: write letters, make phone calls, petition, rally, volunteer to help out with fund drives or solicit funds from alumnae—it will make a difference. We need to send a message not just to our campus officials, but to federal and state officials as well, that an education is the right of all who seek and deserve it, not the privilege of the few who can afford it.

Editorial Policy

Letters to the Editor must be signed and are subject to editing due to space limitations. Letters are due at 5pm the Wednesday preceding publication in 105 McIntosh.

- Signed editorials do not necessarily reflect the views of the Bulletin.
- Interested writers and artists, contact Tiara or Janie at x4-2119.

Correction:

In the James Bay Area article featured in the 2/17 issue, the position of Dr. Jan Beyea was incorrectly stated. He is the Director of Science of Environmental Policies of the National Audubon Society.

*Write for the Bulletin!
Call x 42119*

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Lamar Alexander, Secretary of Education

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Barnard Bull

What do the hours 11:00 pm-3:00am mean to you? This week, the Barnard Bull asked students how they feel about the campus escort service, 4-SAFE.



◀ **Sara Wise (BC '95)**

"I think it's a really important safety program, and although I don't make use of it very often, I'm glad it's there."



◀ **Jodi Mones (BC '94)**

"I think it's very good, and especially for people who live in Plimpton"

Jonna Ku (BC '93) ▶

"I think it's a good thing because there's a lot of demand for it. I've personally used it. It makes this place a lot safer, and it's free."



Conor Walsh (SIPA graduate student) ▶

"I don't know anything about it. I didn't even know it existed."



◀ **Erin Gilbert (BC '94)**

"I think it's a good idea, but the majority of the student body isn't aware of it. I think it should be encouraged to be used more. Maybe if they did more publicity, people would use it. People don't use it because they feel like it's an imposition, and people shouldn't feel this way because it's in instances where people don't use it that trouble arises."



◀ **Joseph Turitz (CC '92)**

"Though I've never used it, it's an excellent service and I know many, many people who've used it, and many Barnard women told me it's a great way to meet cute guys. It's an excellent service."

Michal Gursen and Gabi Albert are Barnard College sophomores.

STING Conference Encourages Student Activism

Approximately 100 activists and student leaders from colleges all over the northeast converged at Barnard to participate in the first annual STING Conference on Saturday, Feb. 15. STING, an acronym for Students Tackling Issues of a New Generation, is an effort to bring together campus activists and combat social problems that challenge college students and the country at large. The conference was sponsored by Barnard with workshops conducted by Mount Holyoke, Bryn Mawr, Vassar and Wellesley. Other participants included Columbia, Hollins, PRATT Institute of Technology, Fairley Dickinson, Skidmore, Marymount and Williams.

President of Barnard's Student Government Association (SGA) Leigh Fairchild (BC '92) founded STING in response to the accusation that the youth of today is apathetic or "numb." When she began planning the conference a year and a half ago, she realized that "there is no mechanism for knowing who's chair of what student council or president of important organizations in other schools." She consulted a college handbook, tracked down the phone numbers of the admissions departments and asked

apathetic. She called on students to be wary of elitism in themselves as well as in others, to assert themselves wherever they are and to "get ready for the long haul" by taking themselves seriously. Messenger also addressed women's rights which she called "a simple issue of equity" and said that at the current rate of improvement women would reach parity with men by the year 2052. In closing, she asked students not to give up hope which is "essential to change" and said that the path out of a problem, which she called "Pathways to Hope," is logical.

After the speech, participants moved to one of three workshops, entitled "Sexual Harassment: Campus and Public Policy," presented by Mount Holyoke, "Substance Abuse and the Drinking Age on Campus," presented by Bryn Mawr, and "Clubs Working Together on Social Issues," presented by Vassar. The workshops were in the form of round-table discussions during which the student panels gave a presentation followed by comments from listeners.

In the sexual harassment workshop, student leaders from Mount Holyoke outlined a comprehensive program created at their college to deal with issues of sexual harassment. The

similar programs at their schools and described their school's method of dealing with sexual harassment. Isabel Barbosa (CC '93) talked about her work with the National Student Coalition Against Harassment at Columbia. In reference to the contacts she made at the conference, Barbosa said that she "made more progress in one day than in an entire semester." Barbosa said that she was impressed by Vassar and Mount Holyoke, both of which had programs that dealt with sexual harassment. She was also surprised at the turnout and the willingness of students to talk about sexual harassment. Barbosa commented that the workshop was "packed . . . and everyone really talked about the policies on their campuses."

After the first set of workshops, a panel entitled "Student Activism, Then and Now: Are Students more Passive Today?" convened. The panel was made up of Barnard Professor and Director of the Center for Research on Women, Leslie Calman, Susan Kotcher (BC '92), and Barnard Professor of Political Science and Media Specialist, Michael Delli Carpini.

Calman contrasted student activism in the early 60's and 70's with activism today. She said that when she was at Barnard in the early 70's, people were angrier and their target was the government and, by extension, the University. She stated that students, at that time, shared a sense that while the government was very powerful, the students could effect political change. Today, she says, "there is much more widespread pessimism among students" and that "now the problems don't have such easy solutions." She said that even though the government does not help prevent homelessness or AIDS, it does not cause them directly. Therefore, Calman expressed, students today spend more of their time caring for others than fighting the government. The fight against the government does go on, however, as it continues, to not help those who need it.

Kotcher, who is involved in women's issues and the anti-war movement, countered the accusation that her age group is apathetic. She says the constant comparisons with the 60's is harmful because "This is our fight right now!" Lia Arnold, the second student

Contrary to the perception of many analysts in the media, "today's college students are involved in social issues, but in different ways than past generations of students."

them who the student leaders of their respective colleges were. It was difficult to find the information "and it shouldn't be that way" says Fairchild.

The conference began with a speech by Fairchild. She asserted that, contrary to the perception of many analysts in the media, "today's college students are involved in social issues, but in different ways than past generations of students."

Fairchild introduced Manhattan Borough President Ruth Messenger, who delivered the keynote address. Messenger told students to get involved with politics at every level and encouraged them "to go out and STING" in order to combat the charges asserted in the media that students are

program is made up in part by Women Against Sexual Harassment (WASH) a group of peer educators, who carry beepers on a 24-hour basis. There is also a yearly "Transformational Vigil" which, in the words of one Mount Holyoke student, "transforms people from victim to survivor." As a whole, the program is meant to "strengthen respect for ourselves in order to prepare us for the real world." The strength of the program lies in the unified stance of the administration, students and professors on the question of sexual harassment at Mount Holyoke.

After the presentation by Mount Holyoke, activists from other colleges asked for advice on how to establish

panelist and a member of the Board of Directors of the National Organization for Women (NOW) said that students now take a lot of things for granted because they grew up in the 70's after some changes had occurred. She said that she thought that there must be at least one woman in the room that has had an abortion and asked can we really imagine what would happen if Roe v. Wade were overturned?

Community Representative Ben Jealous (CC '91), the third student to speak, is a member of the Harlem Restoration Project and Community Impact. He said that "Everything is negotiable today" and that what is needed are people willing to fight for their principles. He then went on to describe the recent rallies concerning the possible elimination of need-blind admissions at Columbia College.

Professor Delli Capini started off by congratulating those attending the conference saying that "Its conferences like this that give me hope that there is a possibility for a real progressive change to come out of your generation." He went on to say that today's activists are simply not comparable to those of the previous generation, since today's students make up a smaller proportion of the population, and there is a smaller number of students in college compared to the population as a whole. However, while the media may portray today's students as apathetic, student leaders are more active than their predecessors, he said.

In the evening, there were three more workshops entitled "Students Setting the Tone on Race Relations," presented by Wellesley, Multi-Campus Initiatives and Actions, presented by Barnard-Columbia Faith Coalition and "AIDS and College Campuses," presented by SGA. The workshop on race relations, the most popular of the three, started off with a presentation by members of the student government at Wellesley. They described an innovative plan, implemented seven years ago by the administration, in which students intended to make the campus as multicultural as possible. In her definition of multiculturalism, Wellesley panelist Rita Spenser included respect not only for different races and ethnicities but also for sexual preferences. Seven years ago, a report prepared for the college recommended that three out of five of the next professors hired must be people of color. A committee also established an Affirmative Action Office, a multicultural council and a "Director of Sexual Identity" (a director of lesbian

and bisexual affairs). Along with all the changes made, there were homophobic and bisexual backlashes. Furthermore, so-called white 'privilege' has caused many Caucasian students to feel guilty for what they have.

After the presentation, the conversation was dominated by college delegates who wanted advice as to how

who, in answer to her concern over the small number of people of color at her college, told her "not to make waves about it."

At the end of the day Fairchild was very pleased with the conference and said that the evaluations filled out by the participants were very positive. She said it was the beginning of greater

When a network is established between schools, student governments will be able to "help students fight for causes that they believe in."

to make their colleges more racially integrated and combat institutionalized bias at the university level. One woman bemoaned the fact that in her college, in a student body of approximately 1,500, there were only 12 students of color, and asked the panelists how she should "break the image of a WASP girl's school." Another student commented that when there were minorities they tended to "keep to themselves" and not become integrated with the rest of the student body. A third student recounted her experience with an African-American professor

cooperation between student activists from all the schools. Most importantly, specific issues have now been addressed, issues on an intercollegiate level. She hopes conferences like these in the future will dispel the belief that student governments are not representative. When a network is established between schools, student governments will be able to "help students fight for causes that they believe in."

F. Brinley Bruton is a Barnard College junior.

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Support Increases for Pan - African Studies Major

The Faculty Planning Committee announced its formal support for the proposed Pan-African Studies major and designated a new faculty position for an African Studies specialist at their Feb. 12 meeting. In addition, the Student Government Association recently circulated to departments its resolution urging them to hire African Studies specialists and stating their support for the work of the Pan Africa Studies Committee (PASC) to bring the history and culture of Africa and the Diaspora to the Barnard curriculum. The plan for a Pan-African Studies major was first proposed last year before the Curriculum Review Committee, which meets every ten years to discuss changes in the curriculum. At that meeting, both a multicultural requirement and the idea for an African Studies major at Barnard were presented. Because the latter undertaking was such a lofty one, a sub-committee was formed to develop a formal design, later evolving into the Pan-African Studies Committee. PASC, chaired by Barnard Professor of English Robert O'Meally, first met in the spring of 1991 to generate a more refined major proposal. At the meeting, George Bond of the African Institute, a Columbia affiliate organization, advised that the program be carefully planned by the committee in order to ensure its stability. His advice was based on knowledge of past African-American Studies programs, which were hastily put together immediately after the Civil Rights Movement. In their work to organize a program, the Committee studied courses currently existing Barnard College and Morningside Heights area. They attempted to show that although there are a number of courses available, Barnard would benefit from a more structured, cohesive program. The major could also function as a "service"

course of study, rounding out a student's present concentration. "[The Pan-African Studies major] would be meeting [an already] expressed need in pulling courses together," says O'Meally. "The concept is not absolutely new."

When PASC met with Barnard Dean of Faculty Robert McCaughey this past fall, it became clear that additional faculty would have to be employed since no current professors could dedicate the time to coordinate the program. "Ideally, two professors and one coordinator should be hired," says SGA Senator and member of the PASC, Jennifer Bullock (BC '93). "But on a more realistic level, one new professor will be hired to both teach courses and run the program."

Also last fall, SGA passed a resolution stating their support for the work by the committee and urging that departments hire African culture specialists to teach the culture and history courses.

However, at the first Faculty Planning meeting this semester, PASC did not meet with positive results. They were told to develop a more organized, "fleshed out" plan, says Bullock - one delineating the major and defining requirements. In reaction to these results, the outline for the major was established and a questionnaire was sent out to faculty members to determine who could make the transition to teach an African Studies course. Professor O'Meally stated that the Committee was trying to tap unknown Africanist sources already on staff. The Committee received about 20 responses to this survey, revealing that half of those professors could teach African Studies courses not presently offered. The remaining half replied that the courses they taught dealt in part with the related major. Professor O'Meally called the results of the survey encouraging, saying they revealed some hidden strength. Nevertheless, O'Meally



Professor O'Meally

also noted that this response made it clear that the employment of additional African Studies faculty is imperative. After the refurbishing and investigative process, PASC backed the Pan-African Studies major as a concept. Though this committee does not have the power to make the final decision to implement the major, it decides where the strengths and weaknesses of a department lie, and what new positions should be created. In this case, the committee decided to create a slot in the Anthropology Department for an African Studies specialist to teach and coordinate the program. The finalization of this appointment, however, is pending the expected approval of the department itself, says O'Meally. O'Meally went on to stress considering the further development of the proposed major when hiring new faculty. According to O'Meally, this can be accomplished by either shifting priorities and hiring an African Studies specialist over another potential

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Professors Discuss Affirmative Action At Campus Lecture

A lecture entitled Racism and Justice: Affirmative Action in the Workplace and University was held on Feb. 20 in Lehman Auditorium, International Affairs Building. Speakers included Gertrude Ezorsky, Professor of Philosophy at Brooklyn College and author of Racism and Justice: The Case for Affirmative Action and Carleton Long, Professor of Political Science at Columbia University. The event was sponsored by the Barnard/Columbia International Socialist Organization and the Black Student Organization.

Professor Ezorsky spoke in support of Affirmative Action, saying that it seeks to combat institutionalized racism which is perpetuated by supposedly "neutral" institutions. She feels that popular hiring practices, such as personal connections, qualification requirements, and seniority ranking affect blacks negatively in the United States because they fall prey to covert racism even after overt practices of

"the segregation of black students into underfunded and disgraceful schools at the root of difficulty blacks have in getting work experience. She stated that many job tests, another form of qualification requirements, are irrelevant to the job at hand.

Seniority is the third method of institutionalized racism that Professor Ezorsky spoke about. Blacks historically have received poor jobs and have not been promoted at the same rate that whites have, making them more likely to be laid off. Thus the seniority ranking qualification requirements and reliance on personal connections function as social mechanisms. The effects of covert racism have continued to keep blacks on the bottom rung of employment. To combat this, said Ezorsky, affirmative action goes beyond nondiscrimination and uses positive methods.

Ezorsky outlined the history of Affirmative Action and said that it was a

very positive influence in the 60's and 70's but she characterized the 80's as the decade of "Affirmative Inaction." In the 60's the Civil Rights Movement and black activism were crucial in establishing Affirmative Action. The progress made has been counteracted by "mutual selection practices." She suggested Outreach and a regulation of job requirement tests as tactics to expand and protect affirmative action. The first must carry numerical goals with it, said Ezorsky, as lack of specificity invites evasion. The second "permits a basically qualified black to be hired over a white who received higher scores." She said that affirmative action has worked in supporting upper class and blue collar black workers.

Professor Long traced the history of Affirmative Action back to Reconstruction and followed its progress through the mid 60's. He pointed out that President Lincoln's main concern at the outset of the Civil War was not to free slaves but to preserve the Union. Professor Long paraphrased a letter in which Lincoln stated that if he could preserve the Union without freeing a single slave, he would do it. Through Roosevelt, Truman, Eisenhower and Kennedy there was a movement to involve government in a much more substantive way in protecting the rights of the individual.

Professor Long addressed the notion of "prior right" which he says colors the vision of many of those that are against affirmative action. Long calls notions of reverse discrimination "absolutely fascinating." The "notion that you're taking my job, the notion of prior right, I have right because I was here first. He counters that assumption by asking, "How was that job taken from you if you haven't gotten it yet? How is it that your place in college was taken from you if it wasn't given yet?" Many people, he says, have gotten used to basic privileges that result from the oppression of others. "There is also a great deal of discourse which we might fit happily under the rubric of race baiting," said Long. He added that George Bush and David Duke are equally guilty of this. He countered the notion that a meritocracy exists in America "that society rightfully allocates people to their rightful position."

He countered conservatives, "many white and black" but especially justices

While blacks, as a group, have moved closer to whites in test scores and number of school years completed, qualification criteria "continue to exclude them from employment and postgraduate work."

discrimination have ended. However these practices could exist in such a world free from racial prejudices. She states that personal connections, which she views as the most widely used hiring practice in the United States, "has a strong negative impact on blacks because institutionalized racism has excluded them from "white social circles, white schools and white neighborhoods where connections to jobs are bought. While blacks, as a group, have moved closer to whites in test scores and number of school years completed, qualification criteria "continue to exclude them from employment and postgraduate work."

According to Ezorsky, required work experience has also had a negative impact on blacks in the job market. This problem is exacerbated by "prejudiced supervisors and union officials" who do not give many blacks good work experience and job training. She sees

Movement and black activism were crucial in establishing Affirmative Action. The progress made has been counteracted by "mutual selection practices." She suggested Outreach and a regulation of job requirement tests as tactics to expand and protect affirmative action. The first must carry numerical goals with it, said Ezorsky, as lack of specificity invites evasion. The second "permits a basically qualified black to be hired over a white who received higher scores." She said that affirmative action has worked in supporting upper class and blue collar black workers.

The second speaker, Professor Carleton Long, broke affirmative action down into three main points: "First the meaning of difference in America. Second the assumptions that are articulated today as to what Affirmative Action is" and "ultimately the current attack on Affirmative Action."

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specialist over another potential member, or expanding the criteria for employment of new faculty to include knowledge of African Studies. The next step for PASC in the enactment process is to take the proposal to the Committee on Instruction (COI), which reviews the curriculum to ensure that students are academically well-served. Their approval, and that of the entire faculty, are the final steps in the bureaucratic process to implement the major. The Committee plans to meet with the COI in March to make their case. According to Professor O'Meally, the PASC hopes they will see that the program as a complement to the curriculum, citing comparative schools, such as Harvard, Cornell, and Vassar, that currently house African studies departments. The Committee asserts that an educated

woman of the 90's needs to have courses available to her that cover these huge geographic expanses, and that one cannot look at present day society without looking at history and what people of African descent have contributed in America, the Caribbean, and Africa. "There needs to be a course of study that looks at the whole picture, to which blacks have contributed," maintains O'Meally. O'Meally also remarked upon the benefit a Pan-African Studies major would have for admissions, noting that it would draw African-American students. As it stands, the only obstacle to the implementation of the program is the bureaucratic process. According to O'Meally, enthusiasm for the program has "flowed from the top." He named President Futter and Dean McCaughey as examples of these "enthusiastic partners," saying that they want to see

the program carefully created to ensure its endurance. O'Meally asserts that there has been a partnership in this endeavor between the entire faculty and adds that the only resistance to the program are from "well-wishers" who want to see a thorough job done on its development. Professor O'Meally also applauds the student efforts to see the plan through. SGA Representative-at-Large Allison Pierre (BC '94) placed posters in Barnard housing outlining the progress made by the PASC thus far, including a fact sheet, the requirements for the Pan-African Studies major, and the resolution published and circulated by SGA. As part of Pierre's Rep-at-Large project, a forum will be held in March to discuss the importance of a Pan-African major, as well as that of a multicultural curriculum. *Jeri Johnson is a Bulletin Arts Editor and a Barnard College junior.*

Continued from page 2

provides college graduates with the opportunity to study at the Hebrew University of Jerusalem. The program includes Hebrew language study, seminars and tutorials. Applications are due today, March 2. See Dean King in the Dean of Studies office, 105 Milbank or the Front Desk at Career Services for details.

PREMED STUDENTS

MCAT APPLICATIONS ARE AVAILABLE IN THE Dean of Studies office, 105 Milbank for premed students applying for admission to medical school in 1993. AMCAS applications should become available in April.

PRELAW STUDENTS

THE LSAT/LSIDAS INFORMATION BOOKS for 1992-93 are now available in the Dean of Studies office, 105 Milbank.

CENTENNIAL SCHOLARS PROGRAM PRESENTATIONS

STUDENTS ARE INVITED TO ATTEND A lecture/photo presentation given by Roya Moadel on the assimilation process of Iranian Jews into the American social, economic and political systems on Wednesday, March 4 at 8 p.m. in the Study Room, Furnald Hall.

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S T M A R T I N S P R E S S

Local Daycare Center Aids Parents in the Columbia Community

The current recession has resulted in many families experiencing a financial "crunch." One paycheck can no longer provide for the needs of most family members. Rapidly, double income families are becoming the norm. This has a tremendous impact on families with young children. With both parents working, where do their children go? The answer has increasingly become daycare centers.

"The economic reality is two paychecks, two working parents," said Director of Tompkin Hall Nursery Cynthia Pollack. Tompkin Hall Nursery School is located on Claremont Ave. and is affiliated with Columbia University. It is the nursery school in which most University faculty, staff and students enroll their children. Due to the need of the Columbia community, Tompkins Hall will be expanding its current preschool program to include childcare for children aged 15-32 months.

Choosing a good daycare center is not an easy task for most parents. "It's not just a place to leave your kids, it's a real important part of their life," said Administrative Director of Tompkins Hall and parent of former Tompkins Hall students, Joanne Ericson.

Lee Morgan, a member of the Board of Directors at Tompkins Hall and parent of a current student, said that he and his wife researched several other schools before deciding on Tompkins Hall. "A lot of other places lacked a philosophy; no real way of dealing with children."

Tompkins Hall's philosophy for its preschool program will hopefully carry into its new daycare program. "The goal of the program is to see ourselves as a community of families whose children spend their days here and who grow as individuals and members of that group intellectually, personally and cognitively," said Pollack, who has been with the nursery for six years.

The daycare center, located in the apartment directly behind the existing nursery school would consist of two professional staff members and ten students enrolled at any one period of time. Parents may opt to use the program part-time or full-time on various days of the week. The children would partake in such activities as outdoor play, play with textured materials, naps, music and story time.

Tompkins Hall Nursery School was founded in the 1930s. According to Ericson, the school was originally a laundry facility for the apartment building tenants. Eventually, it expanded into a food co-op where mothers worked for a reduced rate while the roof of the apartment building served as a play area for youngsters. After several years and the addition of more rooms, the facility evolved into a school.

The daycare center is scheduled to open in March. Barnard's monetary and moral backing is necessary for its survival. "We are hoping that Barnard will support us financially," Pollack said. The Childcare Committee at Barnard is reviewing the Tompkins Hall proposal. "Within a month we hope to have a recommendation," said Chair of the Childcare Committee and Director of Personnel Rhonda Tewes.

The school would also like the assistance of University students at the daycare center. "We hope to use the services of Columbia and Barnard work-study students or any students interested in education," said Pollack, who is a member of the Childcare Committee. The daycare center is already accepting students for enrollment. Initially, it will be open part-time, 8:30am-12:30pm, Monday through Friday. From September to July the hours will be 8:30am-5:15pm, Monday through Friday. The school will also have an eight week summer camp program. The schedule is 9am-12:30pm for three year olds and 9am-2:30pm for 4 and 5 year olds. More information about the various programs can be obtained by calling Tompkins Hall Nursery School at 666-3340.

Katbryn Cassino is a Barnard College first-year student.

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Lesbian and Gay Issues : How Far Have We Come?

A Discussion With Dr. Marjorie Hill

As we are all aware, in our recent history lesbian and gay individuals have been labeled as psychologically and sexually deviant, tortured both physically and verbally and generally ostracized by society, simply because of their choice to love members of their own sex. It was only in 1973 that the American Psychiatric Association voted to eliminate homosexuality as a criterion for personality disorder. Certainly, when we take notice of the end results of those changes, we are impressed. But very rarely do we give even minimal consideration to the individuals behind the curtains who are making it happen. There is one woman who has been an activist for the gay and lesbian community for over 15 years: Dr. Marjorie Hill.

Presently the Director of the Mayor's Office for the Lesbian and Gay Community (OLGC), Dr. Hill's accomplishments include a private practice in clinical psychology, positions as Commissioner for the Black Leadership Commission on AIDS, board member for AIDSFILM, and a recent appointment to the WNET's Community Advisory Board, the first open lesbian appointed. As the OLGC director, Hill said she is responsible for "advising the mayor on issues of

importance and concerns, advising commissioners in an agency leads around issues of inclusion as it pertains to the lesbian and gay community, and representing the community at various events."

Each week, she works approximately 60 hours, attend

"I felt that being a lesbian should not prohibit me from being happy, from pursuing whatever my dreams and hopes were, from being respected."

anywhere from 10 to 15 meetings, 10 - 12 community functions and travels often to participate in panel discussions around the country. One may ask, why does she do it? "There is no simple answer," she begins. "I felt that being a lesbian should not prohibit me from being happy, from pursuing whatever my dreams and hopes were, from being respected. That my being a lesbian should not exclude me from whatever I want to be involved in just as being African American should not preclude my participation in whatever I am competent enough to be involved in. In some ways, that is part of what keeps me going here."

She also describes herself as an organizer by nature. "I like being an administrator, figuring out policy and programs and shuffling papers and the whole thing that goes around getting a bureaucracy to work and respond in a more effective manner. And when something happens as a result of however much paperwork, however many phone calls, however many meetings - but works! - that is very rewarding."

And, indeed, in her time spent working as Director of the OLGC, Dr. Hill has seen many battles waged and won. "If I look at the nearly two years that I've been here, the kinds of things that have happened, there is a long list of firsts that this office and this administration has been a part of in terms of community. It's really wonderful." Looking back over the past ten years, Hill believes that society has come a long way in terms of visibility, tolerance, and inclusion. "I mean, one bisexual woman and another woman - I don't know what her sexual orientation is - kissed on LA Law! That's a big deal. We are very visible on T.V., which is not to say that all the images of lesbian and gay men are positive, but I don't think when I was growing up that I ever heard the word lesbian on the television. The first show that had an openly gay character to my knowledge was Steven Carrington on Dynasty! And he was in and out of the closet so much. . . Hill feels that visibility in the media is crucial in terms of educating the public on lesbian and gay issues. "Television is a primary educator for many people in our society. If all people see are white, straight, Eurocentric customs, values and individuals, then that's how they're going to think the world is. And that has changed."

Because of this long awaited change, "coming out" may be easier today than it has been in the past. "When I talk to



Dr. Marjorie Hill

courtesy of The Center Voice

women who are ten years my senior about their coming out 20 years ago, it was a different world. I know women who when they got onto the subway with their lovers they knew they were going to have to fight - it's really ludicrous - and it still happens. But the tolerance level has really increased. Also an indication of the changing tides is the increased number of gay, lesbian and bisexual student organizations on campuses across the country. [Whether it's because] people are starting earlier in terms of gay and lesbian activism or that there are more people getting involved, I'm not sure. But it is a sign of how much our group is growing and how much it is going to grow.

However, even though the climate has grown more tolerant, there still needs to be an increase of support for youth who are coming out or questioning. That includes school guidance counselors trained in gay and lesbian issues, as well as more therapists who are open to difference. For someone who is 50 years old and is questioning him or herself around issues of sexual identity, it is important for them to get whatever support they need in exploring that. Most of those issues can be handled within a social context. When people are thinking about how they look and how they feel about their bodies, there are groups and meetings where they can talk about it.

But, again, Hill stresses the importance of finding the right therapist. To go to someone who is totally against it or to go to someone who says, "Of course you're a lesbian and here are the numbers for ten bars [are both] inappropriate."

Even after coming out the first time, however, Hill asserts that the process never really ends. At a lecture she gave at the Gay and Lesbian Community Center on Feb. 11 where she addressed some 40 members of the community, Dr. Hill recounted an amusing anecdote. At a Thanksgiving dinner some time after she had come out as a lesbian, her Uncle John - a Reverend - approached her somehow still unaware that she was a lesbian. And he said to me, "You know, I understand you have this degree and I understand that you have a nice place and that you're healthy and things are going well for you. But I don't understand why you're not married." So I said, "You know, Uncle John, we need to talk." And I took him aside and I said, "I'm not really interested in men." And he said, "How can that be? I'd better start praying for you right now!" So I said, "Listen, Uncle John, if you want to pray for me, pray that I'll be happy, that I'll be healthy. Pray that I'll make a difference in the world. Because if you're going to pray for a husband and you prayed for my cousins' husbands, I don't want that! I'm interested in women." And he said, "But how can that be?"

She then proceeded to ask him how many members of his community were gay and lesbian - he had no idea that there were any. Hill responded, "God sent you and called on you to service these people to be a pastor. If there are gay and lesbian men who can not come to you for solace, for support, for guidance, then you are falling short in the eyes of God and maybe we all ought to pray!" The lecture hall erupted in laughter and applause.

As for religious support for the gay and lesbian community, Hill feels it is important not to generalize and to say that all churches are rejecting of gays and lesbians is "like saying all lesbians eat tofu!" Most, she jokes, "But not all. Religion tends to be conservative by definition but it is not accurate in my perception to say that all Christian entities are anti-gay or anti-lesbian." In fact, Hill recounts how she grew up in a Black Baptist church where an openly gay man attended church fairly regularly with his lover and was warmly accepted by the community.

However, the bias is still out there and Hill comments sadly about racism even within the gay and lesbian

community. "Somehow, I thought that because we are an oppressed people, and people who are not unfamiliar with being ostracized and feeling different and feeling disrespected, that somehow we would have wider arms and arms that could embrace at least each other." Hill recounted a related unpleasant experience when she was in Russia for a gay and lesbian conference. During the trip, a group of the men and women went to an ice cream stand and for some reason the men serving the ice cream would serve only the men and turned their backs on the women. Hill was not with them but when one of the women wanted to discuss it back at the hotel, a male group member said to her, "Hey, we didn't come here to talk about racism. That's not the issue." When another man was recounting the experience with Hill, he said, "You know, she had a lot of nerve bugging that up. After all, she is here on scholarship." Hill had an analogy for

"the struggle for progressive change and social change will not come until 'we, the people' really includes all of us."

him. "If someone took me on a date and she took me to Windows of the World in a limousine right after we had just seen Mississippi Delta and we were going to go on a helicopter ride after that and during the course of dinner she turned to me and said, 'You know, you're a stupid idiot - the fact that she paid for dinner and the play and the helicopter ride would not prohibit me from challenging her on that statement.' And after I told this to him in a slightly more colorful way, he understood that perhaps his concern about her scholarship was misplaced. Unfortunately, the different racial subgroups tend to stay very separate as do the men and women. Hill believes that one very important lesson of the civil rights movement is that in order to really make things happen, people have to pull together. Not necessarily do we all have to be doing the same thing, but the right hand has got to know what the left hand is doing if the body is going to move in the same direction. It is only when we come with our whole selves, that we come strong - the struggle for progressive change and social change will not come until 'we, the people' really includes all of us."

Hill expressed that working for the Mayor is rewarding because he is aware of this need for inclusiveness. The Mayor is very committed to these issues. "I don't have to persuade or cajole him into understanding the links between homophobia, heterosexism, racism, sexism, discrimination against people with disabilities. He understands that connection sometimes better than some people in the gay and lesbian community understand it. So it's a privilege for me to work with someone who holds those ideals. Of course, he cannot and does not always do what I think should happen because he's his own person and I don't know anyone who does exactly what I want them to do all the time, unfortunately for me perhaps," she says laughing to herself.

That may be true but no one would argue that Dr. Hill has a great deal of support from people within the community. A man who attended the lecture said, "We've needed her a long time coming and I feel she is a very positive strong force in the community and we need her in the Mayor's office. We've certainly gone further than before she was there." An African American lesbian agreed, "I believe from what I've seen her determination and her devotion to the community

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Diverse Campus Groups Unite to Support Davis' Keynote Address for Black History Month

"We don't have to all be the same to be united. We can be united and be very different"

- Angela Davis

To prove this statement, many campus groups united in cosponsoring Angela Davis' delivery of the keynote address for Black History Month at 7:30 pm on Saturday, Feb. 22 in Wollman Auditorium. Among the groups who cosponsored the event were the Black Students' Organization (BSO), the Jewish Students Union (JSU), the Columbia Women's Center, Barnard-Columbia Students for Choice (BCSC), the Barnard Organization of Black Women (BOBW), the Barnard Center for Research on Women, and the Anti-War Coalition. In listing the many problems which confront our generation, she stressed the need for a "type of feminist consciousness that recognizes interconnections between political agendas."

Davis discussed the legacy of Malcolm X in an effort to unite themes of racism, sexism, and classism. She did this by demonstrating the contradictions between his media image and his actual ideas. "He was not afraid to say, 'I was wrong. I need to change.'" This questioning, self-critical Malcolm is very different from the Malcolm presented on t-shirts and baseball caps, MTV and other television "infobites." "He was sometimes militant, not afraid to say what he thought," Davis explained. "When Malcolm said, 'Fight the power,' 'Ballot or the bullet,' and 'Revolution by any means necessary' in terms that did not rely on euphemism or circumvention, he was not saying it because it sounded revolutionary," Davis stated. There was a precise political purpose associated with the wording of those slogans, not the construction of a media image or the selling of t-shirts and records.

After separating the "commodified Malcolm" from the

Many rap videos that use images or verbal bits of Malcolm "refer to women as bitches or ho's. It's important for men to know how women are commodified as sex objects," she added.

Even in "radical" political movements today such as the struggle against apartheid in South Africa, misogyny persists. A bill, which did not



Angela Davis courtesy of Women Make Moves

pass, was introduced last year in the African National Congress requiring that 30% of its members be women. "Women in organizations are devising strategies for challenging the male dominance of those organizations," Davis stated. Women are also bringing domestic violence into the realm of political discourse: "It's useless to fight against public violence without getting rid of domestic violence," she added. The feminist consciousness which disrupts traditional mores on every front was disrupting, and continues to disrupt, the structural misogyny of most male dominated political movements. Malcolm was beginning to

realize this, and "assist in the process of empowering the mother and sister" before he was assassinated, Davis said.

According to Davis, the oversimplification and sloganization of Malcolm's ideas on gender, class and race obstruct

Warning against oversimplification of very complex issues of race, class and gender, which often intersect, is something many of the groups who helped co-sponsor can identify with.

the real progress on eliminating present economic and social problems. Rodney Crump, (CC '93) one of the main organizers for the event and Political Chair of BSO, said, "Our idea of radicalism has to change with the times. To be radical does not mean to blow up buildings. We need to focus on changing and restructuring the class structures in the U.S. I think [Davis] spoke very well on the issue of need-blind admissions." Davis cited statistics on issues of poverty and racism outside the University: 50% of black children live in poverty. Twenty-five percent of young black men are in prison or subject to the criminal justice system, which is more

changing ideas he held, Davis went on to separate her own media image from the ideas she holds. She commented on her fame as being on the top ten most wanted list of the FBI, and as being an African-American woman who wasn't afraid to admit she owned guns. "You had to - it was a war! Women had to learn to shoot better than men. It was the women and children left in the offices when the police attacked. You don't hear these stories."

She placed the commodification of Malcolm's "radicalism" within a feminist context, stating, "There are strong resonances of male domination in iconization. Does the wearing of the X, and the presentation of video images, fix male supremacy even as they challenge white supremacy?"

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Demetria Royals Discusses Entering the Film Industry from an African-American Woman's Perspective

With the recent success of Julie Dash's first feature film *Daughters of the Dust*, people have become more aware of a distinct African-American female voice which has until now been mute in cinema. While images of black women have proliferated in films since the birth of cinema, African-American women have not been responsible for the creation of those images, nor do these images in any way accurately reflect their lives. The recent black film Renaissance, marked by the release of Spike Lee's *She's Gotta Have It*, has been a phenomena of African-American male expression that until now did not include women filmmakers, and did not tell the stories of women. Like Julie Dash, Demetria Royals is undertaking the task of telling her story and those of her sisters.

For those of you who do not know Royals, she is a professor at Barnard, in the Women's Studies Department, who teaches a course titled, "From Mammies to Matriarches: The Image of African-American Women in Film, 1900-Present."

Royals is also an independent filmmaker about to begin production on her first feature film, which centers on the events and circumstances which lead to the death of an inner-city black youth sent to a prestigious boarding school through a philanthropic foundation. This scenario is based on the story of Edmund Perry, a New York City youth, who had completed Exeter with honors, through A Better Chance program. Perry was preparing to go to Stanford when he was gunned down by a cop in his neighborhood.

On Thursday, Feb. 20, Royals took time off from her pre-production schedule to respond to the CORRE (Committee on Race, Religion and Ethnicity) Programming Subcommittee's invitation to speak to students as a part of the Professor Lecture Series. Royals showed part of her documentary, *Mama's Pushcart: Ellen Stewart and 25 Years of La Mama, Etc.*, which showed how La Mama, an avant-garde, Off-Broadway theater, founded and run by an African American woman, got its name. This was followed by a question and answer session, where Royals discussed documentary filmmaking and the process of becoming a filmmaker.

Many people helped Royals along the way as she developed the skills to match her fascination with motion pictures, and she repays their generosity by helping aspiring filmmakers realize their goals. The willingness to share information and support each others' endeavors is characteristic of black women filmmakers. Royals told her audience of the encouragement she has received from Euzhan Paley (*A Dry White Season*) and Julie Dash as she embarks upon her new project. The consensus seems to be that since there are so few African-American women expressing themselves through film, the more black women

adding their visions to the arena, the better it will be for everyone. Unfortunately, African-American male filmmakers do not appear to be in agreement. The relationship between black women and men filmmakers is strained. Royals argues that women should not rely on men to tell their stories for them since their depictions tend to be reductive and unrealistic. Our energies should be devoted to creating our own films without letting other people's actions impede us.

According to Royals, making films requires a grounding in literature, history, philosophy, art; in other words, read and learn all you can about human nature. As for the importance

Royals argues that women should not rely on men to tell their stories for them since their depictions tend to be reductive and unrealistic.

of attending a film school, Royals went to New York University film school, but she says the decision to go is a personal one. Film school will be what one makes of it. If an individual requires that type of structure to learn the filmmaking business, then she should by all means go. Additionally, an M.F.A. degree will be an asset when writing grants and proposals or applying for a job, because it will demonstrate a serious commitment to film. But initiative and creativity can get equally good results. Royals asserted that however one chooses to go about becoming a filmmaker, she should go ahead and "just do it!" She adds that no one will hand anything to you, especially if you are African-American and/or female.

To end on a positive note in honor of the spirit of Black and Women's History Months, Royals was optimistic in addressing our concerns about future opportunity in the film and television industries. Someone will have to fill the airtime generated by the one hundred plus channels on cable. She also has faith that the cultural amnesia of previous generations which refuted the existence of an African-American cinematic tradition established at the turn of the century, or ignored the contributions of women and minorities to this country's history, will never occur again. Not only will we rediscover the past, but we will build upon this rich cultural legacy. The door has been opened: it is up to us to walk through. Royals urges us to trust ourselves and go ahead.

Camara Dia Holloway is a Barnard College junior.

Women Poets Series Presents Distinguished Poets

The seven-year tradition of Women Poets at Barnard series continues this semester as published and unpublished women poets from diverse backgrounds read their work on Barnard's campus. This Spring there are three nights of readings, the first of which was on Feb. 6 and featured Sonia Sanchez and Donna Masini. Another will be on March 5 which will feature Tory Dent, Jewelle Gomez, Rachel Hadas, Lynda Hull, and Pam A. Parker under the theme of "Five Voices on the Epidemic," and a third night of readings will take place on April 2 with Colleen McElroy and Frances McCue, winner of the 1990 Barnard New Women Poets Prize.

At the Feb. 5 reading, Masini read various poems from her book *Giants in the Earth*. Her poetry made sharp observations about urban underworlds and family structures. She commented on her mother's role in her early childhood in a poem entitled "Home": "The back yard sunk under the weight of the rain. . . My mother took it into her bones. When pneumonia came, the house fell with her." In poems such as "Hunger," "Nightscape," and "Giants of the Earth," Masini is at once revolted by and in awe of the urban-industrial experience. "The vibration of jackhammers thrills me, that something might be built from all this breaking." "What is the sound of a body breaking?" "I chew the cords of my own hunger." The connections Masini makes between elements of decay and passion in city living are electric, and the air bristled as she read.

Sanchez read from her new book, *Shake Down Memory*. Her words barreled through the air, casting back to scenes such as her grandmother's afternoon gatherings with women friends. Talking among each other about "women fighting back after their men hit them," five-year-old Sonia hid out to be able to listen in and learn - and write powerful, vibrant verse about it later. Referring to the same grandma, she writes, "My life flows from you, mama." As life flows from Sanchez's ancestors, it flows out of her to everyone willing to listen.



Sonia Sanchez

photo by Ann O'Connor

Sanchez showed her willingness to listen to other women in "Just Don't Never Give Up on Love," in which she recounts an afternoon in Central Park, trying to write an already overdue book review and watch five kids at the same time. She meets an old woman, whom she at first tries to avoid, but from whom she learns much. The nameless woman tells her about how she, as a young woman, "expected civilization and got ruins," and about people who "keep their love up so high in the linen closet I'm too short to reach it." Sanchez read poetry about women who "lived life instead of writing about it," and who lived such strident, colorful lives that they become empowering examples in Sanchez's dynamic writing.



Donna Masini

photo by Ann O'Connor

Her work was topically political; written about AIDS, South African politics, and positive women mentors and their role in women's memory. Women's issues in her poetry are integrated with global political issues. Some of her poetry sounds like rallying chants to people to organize against civil rights abuses. "I chant my lullabies like ancient African tribes," she read.

All five voices on March 5 will be reading their poetry on issues relating to the AIDS epidemic. Professor Chris Baswell, co-organizer (with Professor Celeste Schenk) of the series commented that "While AIDS has gained moving partisans as part of the awareness of the disease, the impact of the disease on women has become unacknowledged in culture and the medical professions, in politics, and science. It remains a male disease, and only one spectrum of sufferers are heard. We wanted to make a place for voices of suffering to speak." Both Masini and Sanchez read poetry about people they knew who have died of AIDS, and about the disease itself.

Colleen McElroy, who will be reading on April 2, writes on "places in which women have been silenced, especially in her book *The Stenographer's Breakfast*," according to Baswell.

Most of the poets reading this season are women of color. Baswell commented that "these decisions [about choosing readers for the series] are less political than made under a conscious sense of obligation to be wide in kinds of writing

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Study Reveals Discouraging News About Women's Political Knowledge

In an address on Tuesday Feb. 11, delivered as part of the "Speaking of Women" series sponsored by Barnard's Center for Research on Women, Professor of Political Science Michael Delli Carpini discussed the results of a national survey he conducted in 1989 which compares women's and men's political knowledge. The news is both shocking and disturbing, for according to his results, women he researched are less informed about political issues than men. According to Carpini, the situation seems not to have improved in the last 60 years, as the results of the survey are comparable to a similar study that was conducted in the 1940's. Despite continued efforts by women to gain participatory equality, the gender gap in political knowledge is, according to Delli Carpini, as wide as ever.

Delli Carpini surveyed 610 citizens of equal numbers of men and women that were representative of the nation as a whole. The respondents were of various age groups, economic status, geographic location, and education. Delli Carpini defined political knowledge as "a citizen's grasp of factual information about processes, people, and policies of government," and tested respondent knowledge about a range of issues at national, state, and local levels. According to the results of the survey, women are somehow not accessing information about political issues as effectively as men. Like other economic resources such as money and education, political knowledge is not distributed equitably between men and women. Delli Carpini explained that even when women are well off, educated, and consider themselves interested in politics, their levels of knowledge lag behind that of men with equal advantages. In studies that focused on university populations, Delli Carpini found that college men were better informed than college women.

Delli Carpini found that men and women responded differently depending on the level of government to which the question referred. In response to questions concerning the structure of the federal government and

the U.S. Constitution, men answered correctly more often than women by a large margin. However, Delli Carpini found that seven percent more women knew the name of the School Superintendent in their district, and suggested that this would imply that women are more active and informed about issues that they feel directly affect themselves and their families. Delli

and where most time in the day is spent. If women are overwhelmed with other things, such as taking care of children, and managing households and careers, they may not take as much interest in politics as do men. According to Delli Carpini, liking politics and being concerned about issues are "powerful predictors if someone will be informed or not."

...In the least informed fifth of the adult population surveyed, 69 percent were women.

Carpini also suggested that women may feel that national issues are not relevant to them, or that they cannot control or effect national policy decisions. "If the study stopped at the level of national and state," explained Delli Carpini, "women seemed unconcerned and uninformed."

"Working women are more informed than non-working women," explained Delli Carpini, "but, they are still less informed than working men." His survey found that in the least informed fifth of the adult population surveyed, 69 percent were women. In the most informed fifth of the population, only 29 percent were women, with .5 of them being women of color. These statistics lead Delli Carpini to the conclusion that women, especially of women of color, "are not represented in the 'Guardian Class.'" Delli Carpini defines this class as the political elite which makes informed decisions presumably for the benefit of all. Women are obviously greatly underrepresented in this informed group.

"The question to be asked is: why?" said Delli Carpini. Why are women less informed than men about political issues? One member of the audience concluded that "this is still a man's world, with men in power, economically and politically." Another woman suggested that "it is not so easy to get information." Delli Carpini suggested that this question can be answered in part by examining the amount of leisure time one has or how

How can this gender gap be alleviated and how might women become generally more informed? When this question was raised there was silence in the audience. Some members of the audience suggested that, perhaps through education, students can be taught to enjoy politics and to participate in government. Yet, Delli Carpini explained that studies show that "more men are enrolled in political science courses in college and are more likely to take elected civics courses in high school than women."

Leslie Calman, Director of Barnard's Center for Research on Women and Political Science Professor, put part of the blame on the press, saying that news agencies could report political issues and news more responsibly. Instead, said Calman, they seem "to spend more time speaking of image and not of issues." Making political information more accessible, clearer, and more detailed could help inform women as well.

Another part of the study, presented in detailed tables and charts by Delli Carpini, showed that when women are informed, they tend to hold different opinions than men about political issues. Women were more supportive than men of social programs for medical care, employment opportunity, and raising standards of living. They were notably more opposed to issues regarding force, violence, and aggression like capital punishment and defense spending. Interestingly, one

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Coop Discusses the "Isms" In Relation to Feminism

Feminism is in a sort of crisis, sociology professor Lynn Chancer warned students during an open discussion at the Women's Coop on the interrelations of the notorious isms: sexism, racism, and classism on Wednesday, Feb. 19. Barnard's Women's Coop is an open forum for women of all backgrounds and feminist ideologies which meets every Sunday at 9 pm. The coop discusses pertinent women's issues, plans speakers and co-sponsors events with other women's groups on campus.

The crises Chancer alluded to include both external factors, such as a backlash and cut backs, as well as internal problems, such as differences among women. "If feminism is to get beyond this crisis," emphasized Chancer, "it would have to take both difference and commonalities into account." Chancer stressed that feminism needs to tackle these issues since the differences are both real and important.

At the same time women also need to focus on certain commonalities so that they can find a way of not putting these factions against each other, as well as to "resist all temptations to divide against each other," according to Chancer. In bringing these issues home, Chancer changed the course of the discussion by asking the women who attended the meeting their feelings about feminist issues on campus. A member of the Black Women's Organization (BOBW) who was present discussed the difficulties of

organizations on campus dominated by white women, unlike their female predecessors, these women's groups are trying to incorporate issues of class and race into their agendas as well as finding ways to get women of color and poor women involved.

Women from all backgrounds are weary to associate themselves with the notion of feminism. According to Susan Kotcher (BC 92), Working class women put up a huge resistance to feminism. I met only one person when I was growing up who considered herself a feminist and she was really disliked.

Despite all these internal divisions, there are issues that do bring the women's groups together. The students agreed that Take Back the Night, BCSC, the Rape Crisis Center and issues of sexual harassment are a source of unity among women on campus. In addition many of the news events seemed to have brought women of different backgrounds together.

The question was then raised of how to facilitate communication and interaction between various women's groups on other women's issues. Students expressed the need to get together and plan events but more important seemed to be the notion of open communication. In order to effect all classes, feminism needs to "get down to some common denominator," according to Chancer.

The problem that arises then is that a lot of people hold feminist beliefs such as equal pay for equal work, equal

change the word the minute you have a radical concept, five years from now you'll need a new word. Instead, suggested Chancer, you need to concentrate on what is the resistance. Despite these beliefs, Chancer feels that feminism does apply across class and race based on the positive reaction to her feminist oriented classes at City College and Yale where she had been. She warned that she would find no interest in feminist ideas.

Of major concern to the students was the implementation of gender oppression to distract from race and class oppression. The lack of consciousness of gender issues reinforces a classist and racist society.

Gender oppression, stated Chancer, "is something that oppresses men and women across race and class." One student used Amita Hill as an example of this type of oppression. Particularly in times of economic crises, sexism and racism increase which is evident by the support of figures such as David Duke.

Class issues also concerned the students. While the students agreed that other schools are more outwardly discriminatory against students who were not well off financially, many felt that the issue of class is not addressed at Columbia University. However, with the financial aid crisis, some outwardly "classist" sentiment is being voiced.

In addition to race and class, other factors such as religion divide women, particularly on the issue of abortion. The students pondered the question "can a pro-life be a feminist?" In addition, other issues of the abortion question pertinent to the issues of the "isms" were discussed in depth. In particular, class and race issues are connected with abortion since it is primarily the lower income women and women of color who will suffer if abortion becomes illegal. Furthermore, these targeted groups are disproportionately represented in abortion rights activists. The students were especially concerned about the "chipping away" of abortion rights in fear that people will not notice that they have lost their right to choose. This is related to a type of "contentment" that many women seem to feel about the status of women according to Aminda

"Gender oppression," stated Chancer, "is something that oppresses men and women across race and class."

black feminism starting with the fact that Columbia College does not have a Black Women's Organization. The BOBW is more concerned with issues of race and class than other feminist topics such as abortion rights, said Ivonne Gallardo (CC 93). Chancer suggested that perhaps there is "suspicion of feminism from women of color because feminists were historically middle class white women." While there are presently a number of

opportunities and the right of women to do any job they want without labeling themselves as "feminists." Chancer compares this phenomenon to "socialism" and "communism" words which have historically been associated with threatening the power structure and which have a certain degree of radical content. Since the word "feminist" is so volatile, should we give up the word for something less threatening? "My fear is that if you

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Alisa Rivkin (BC '92) and statue gagged in protest of "gag rule"

Barnard/Columbia students for Choice (BCSC) gagged campus statues on Feb. 20 to symbolize the Supreme Court's "gag rule" decision. The decision, which was recently handed down in the Rust V. Sullivan case, prohibits medical professionals in federally funded clinics from speaking of the abortion option to their clients.

BCSC gagged Columbia's Alma Mater and all other statues in protest of this decision which disproportionately affects lower income women. By staging these types of demonstrations, BCSC seeks to make reproductive freedom a high-profile issue on campus in order to mobilize students for the major protest march on Washington on April 5, and for the 1992 presidential, senatorial and other general elections.

Susan Kotcher is a Barnard College senior and is a member of BCSC.

NOW is the **TIME**
to write about **WOMEN** and
their **ISSUES**

Word On Women... Barnard and Beyond

by Jenna Buffaloe and
Abigail Pickus

Not as innocent as you might think. . . According to a recent study commissioned by the American Association of University Women Educational Foundation, public schools are awash in discriminatory behavior towards girls. Several conclusions were drawn as a result of the study: that teachers pay more attention to boys than girls, that sexual harassment of girls by boys is on the rise, that standardized tests are biased against girls, and that textbooks for the most part either ignore or stereotype women. Over 40 recommendations were offered to try to remedy the situation, including the suggestion that teachers should videotape themselves in order to correct their own discriminating behavior of which they may not be aware.

Let's not forget the 14 year old Irish rape survivor who was banned from traveling to England to obtain an abortion. Despite protests from human rights and women's groups, and talk of suicide from the girl, Irish authorities remained convinced that she should remain in Ireland until the baby is born. However, recently in Ireland the Supreme Court ruled that the girl, who was raped by her father's best friend, should be allowed to go to England to have an abortion. The court also granted the girl \$80,000 for legal fees. An estimated 4,000 women travel each year from Ireland to England to have safe and legal abortions.

Bye Bye Barbie. . . Concerned about the pervasiveness of negative body image and eating disorders among girls in the United States, High Self Esteem Toys Corporation has created a "Happy to Be Me" doll. Unlike traditional Barbie dolls, this figure has proportions that are closer to those of an average woman: her neck is a little shorter, her legs are not so long, her waist is a little thicker, her feet are not so petite. . .

Save the date! On Sunday, April 5, 1992, women will gather in Washington to march for legal abortion. Titled "We Won't Go Back On Abortion Rights," it is expected to be the largest march in the nation's history. Be there!

Come to hear Nahid Raclin, creative writing professor at Barnard, read from her soon-to-be-published collection of short stories, *Veils*. Raclin will be reading at the 96th Street Public Library on March 7 at 2:30pm. The library is located at 112 East 96th Street.

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Scalia and Bork, who say that "Affirmative Action works against others and is an unfair advantage" by asking them to talk to me about how much pain you must feel from having profited from the racism and sexism in

our society. He stressed that the current reins of power have roots in abject exploitation, racism and sexism. There was a short question and answer period after the speeches during which the speakers clarified

then points and the audience give the opinions on Affirmative Action, the school system and the need for reform.
J. Brunley Britton is a Barnard College junior.

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issues are really paying off. She really stays in touch with the community." Another avid admirer is Tia-Nicole Leak, a college student who is working for Dr. Hill as part of an internship program with Drexel University in Philadelphia. "Dr. Hill is very inspirational to me. Actually, one of the main reasons I came here is because I had heard about her before and seen her on television, and essentially because she is an African American woman who is an out lesbian and I figured it would be good to come and work for her because that's what I am too. I attend an all-white institution and it's hard sometimes when you're a minority with three strikes against you. She is a great teacher, a real inspiration, I'm learning a lot."

But perhaps Dr. Hill's greatest fan is her secretary, soft-spoken Pamela Hendry, who speaks of her with surprising tenderness. "She gave me the opportunity that I wanted in life. I wanted to give something back to the community. I wanted a challenge, and the challenge was there. I love her, as a sister, as a leader and as an activist. I think I was God-sent. I think a lot of people might not be so sensitive to a person who is doing the 27-hour a day job. Someone, somehow has to be sensitive to that. And I think I was God-

sent to feel those feelings and reward her with what I feel she is due. And God has blessed me so that I can do that."

Finally, Dr. Hill has a message specifically for the students at Barnard and Columbia. Although Barnard is not perfect just as New York City is not perfect and 1992 is not a perfect time, the realities of our civil rights and civil liberties have become more of a reality in the last couple of years. In people need to feel good about that at the same time that they feel frustrated or disappointed or whenever people may feel about things. And I think that whether it is direct action, being out in a context that is not lesbian or gay, or being out in a context that is lesbian or gay, there are a lot of ways we can all contribute to the movement and I would encourage the lesbian, gay and bisexual students at Barnard and Columbia to find that way, the way that fits with who they are. And it will happen - I don't think I could get up in the morning if I didn't think it was going to happen - but it will happen sooner for more of us, the more of us that are involved."

Cheryl Prince is a Bulletin Features Editor and a Barnard College junior.

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than those in college. Fifty percent of Latinos live in the most polluted areas of the U.S., while only 3% of whites live in polluted areas. Eighty percent of blacks live in zip codes where toxic waste sites are found.

She ended the speech by encouraging the audience to continue to rethink history, not to let the activism in history remain in the past. "We have to move on, figure out how we get ourselves together. If we don't, we may be well to talk about past history and present history but no future history. We need to reflect on the feminist active organizational side of the legacy."

The many groups who cosponsored Davis's speech felt that the speech was "a good opportunity to strengthen intergroup relations," as JSU chair David Lerner (CC '93) stated. "Davis deals with the complexities of multiple oppressions," he added. Warning against oversimplification

of very complex issues of race, class and gender, which often intersect, is something many of the groups who helped cosponsor can identify with. Warning against the idea that what is the most radical, revolutionary or militant is the most fashionable or desirable, and allowing what is marketable to shape a political movement is another. Davis commented that "The present struggle against oppression doesn't appear as romantic or revolutionary as it did during the 1960s" and encouraged students to frame and create their own revolution by reversing economic discrimination based on race and sex.

Johann Coleman is a Barnard College third-year student.

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table reported that 19 percent more women than men oppose U.S. involvement in the internal affairs of Central American nations.

It follows, then, that if more women were educated about politics, ours might be a more compassionate nation. The irony is that the "barrier to participate is not as great as the barrier to participate effectively and informatively," said Della Cupini. Perhaps there would be more votes for political candidates who support

medical care, education and decreased military spending.

These statistics about opinion and little political knowledge, presented in this discussion, suggest that women are not participating as effectively and responsibly as they could. As the presidential election is approached, women must get out their papers, tune in to television news programs, head to the libraries and converse with one another about politics. "People feel that it is a civic duty to vote," said Della

Cupini. Yet it has now become a civic duty to get informed. Women must gain political knowledge to effectively participate and affect our national policies.

Bebe Garbille is a Barnard College junior.

Monk Faces The Chill In "Facing North"

"Facing North," the newest performance by Meredith Monk and Robert Een, which was at Dancespace/St. Mark's Church from Feb. 6-9 and Feb. 13-16, is a combination of music, collected sound, dance, and theatre. Monk and Een explore new vocal timbres and ways of creating meaning with dance. The choreography is not complex or cryptic; much of what the dancers do is carry out basic actions we are all familiar with. They rub sticks together to make an imaginary fire and warm their hands over it, stomp and walk, hunt, and fish.

These ordinary movements convey important aspects of the piece. One of these is manifested in the series of tableaux, a recurring concept in Monk's work, when Monk and Een strike various poses for short moments. The tableaux follow each other in rapid succession, like a series of postcards or pages in a travelogue. Frozen in the acts of hunting, fishing, and running, in this arctic setting, they look like exhibits at a museum of natural history. "Facing North" is a record of arctic life, translated into sonic and spatial terms. The sparse scenery is comprised of a floor covered with white cloth, a table in front with a model of a forest, and a pile of pine boughs in one corner. This adds to the fullness of the aural environment of echoes resonating below and above the balconies and throughout the inside of the high-ceilinged church. Monk and Een create the feeling that they are actually on the tundra and the audience is looking in on them through a frame.

There are many frames in "Facing North." The piece begins with Monk and Een standing behind the papier-mache model of a forest on a hill side. After they finish a vocal duet, they plant miniature figures of themselves in the model, as if to place themselves in the frame they are about to step into. Elements of the world outside enter the frame separating art and reality. Occasionally in the sound track, a plane will fly over or a train whistle will sound and fade away. Often the place quiets down so low that you can hear traffic noises outside, which become as much a part of the



Monk & Een

photo by Joyce George

aural surroundings as does the singing.

This questioning of the environment and surroundings, and the differences between aural and visual environments is another interesting issue in the piece. Monk's and Een's visual environment is almost empty; it is merely the barren landscape of the tundra. What they create in the landscape fills it completely. Their voices reach a full vocal range as well as resonate within the entire space of St. Mark's Church. The lighting contributes to this idea of stressing the various spatial forms. Only small pieces of the large floorspace are illuminated at first, for instance the small corner with the model, and gradually the rest of the stage is lit as the dancers need more space for a wider range of movements. As they opened up the area, I had a more complete feel for the various chunks of space that are used when the whole space was lit.

There is also the question of energy: where do Monk and Een get it? How is it used? In the beginning their joints are frozen. Their movements are small and slow as if they've been out in the cold. They gradually warm up through the piece, drawing energy from each other's movement and relaying energy between each other. But most of their energy and heat in the performance is from, and is expressed through singing. While they are warming their hands over an imaginary fire, they sing bouncy Christmas-carol-like tunes, and the more they sing, the livelier and happier they get. Later on in the piece, they give notes physical as well as musical energy by leaning forward on attacks to send off each vocal entity.

The piece is not as forceful as modern dance usually is. Spurts of energy in the dance are so scarce that they stress the cooler passages. Energy and movement are conserved, balanced, controlled. Each of the tableaux is at once violent and passive; full of energy and frozen in place.

Juliann Coleman is a Barnard College third year student.

Monk & Een

photo by Peter Moore



Wings Theatre Presents "Sammy Went A Courtin'"

There are many love stories which involve heartbreak, anxiety, passion, deception, love and final reunion: "Sammy Went A Courtin'," a romantic comedy currently at the Wings Theatre, is about all of the above. Written and directed by David Michael Gallagher, the play focuses a love triangle formed by three lusty characters: Karin Delaney (Carol Nelson), Zena Reid Ramsey (Kate Hoffman) and Sammy Rivero (Alexander Koury). Karin is a very successful advertising executive, Sammy is the photographer on whom Karin has a vibrant crush, and Zena is Karin's parasitic, interfering friend who also feels warmly (in the physical sense, that is), towards Sammy.

The play opens with Karin and her assistant Clare (Lanette Ware) at work in Karin's fancy Manhattan apartment on Valentine's Day. They are viewing tapes of men purring "don't dream its over," hoping to find the right one for their next commercial. The difference between these two women is downright funny; Clare is a "together" character in suit and pumps with pad and pen in hand, ready to work, while Karin, still in her P.J's, is completely distraught; she is anxious and paces the room, pulling her hair, worrying about death. At the climax of Karin's hysteria, there is a knock at the door. It is Zena, the devil herself, dressed in bright, hot red, with a Zabaar's bag of get-well goodies for Karin.

Throughout the play, Zena, like a bad cold, simply will not go away. Although the character she portrays is annoying (one of her main diversions seem to be stealing Karin's men) Hoffman's acting is excellent. She depicts perfectly the stereotypical modern day socialite: she is rich, bored, and as frivolous as the fake, fluffy white cape around her shoulders.

Central to the development of the play is the mysterious "incident" involving Zena and Sammy, about which Karin is very upset. However, the end of the play is far from disappointing.

Valentine's Day or not, the play is a real treat. It was hardly profound or philosophical, yet presented the universal dilemma of relationships between the sexes on a comic plane. Yes, tears can turn to smiles and clenched-teeth verbal attacks can become laughter. Modern in flavor, "Sammy Went A Courtin'" presents love with all its romantic abstractions enclosed within the reality of today's fears. In keeping within this theme, Sammy even brings Karin a "paper" which reassures her that he is "a clean fellow" - now isn't a gesture like that true love in the nineties?

"Sammy Went A Courtin'" at the Wings Theatre, 154 Christopher Street till March 20th. (212) 206-1764.

Flora Lutsky is a Bulletin Associate Arts Editor and a Barnard College sophomore.

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"We tried very hard not to have little ears about the kinds of writing power that stretch far past academic taste," he said.

Baswell mentioned that the method of selecting the poets is changing. They used to feature one accomplished poet of great note or fame along with one poet who was not published. Now, instead of being unpublished, the idea is to present "all kinds of poets who may be published with small presses and still have a narrow following, so now we can bring published poets who have a small following, such as Donna Masini."

The 1992 Barnard New Women Poets Prize will be presented during the April 2 reading. The award is to publish a book-length manuscript with Beacon Press, a small press nationally distributed by Farrar, Strauss, and Giroux. Competition for the prize is national, and attracted approximately 500 submissions this year. The method Baswell and Schenck use to award the prize is to choose an outside judge, "usually a poet whose work we admire. We

want to have judges who come from very different aesthetics," Baswell said. For instance, Marie Ponsot, a formalist and word-centered poet was a judge in the past, and this year's judge is Cherre Moraga, a poet, author, and Professor of Chicano Studies at UC - Berkeley.

The series, over the years, has presented a very diverse array of poetry by women, ranging from the academic formalism of Marie Ponsot and Mona van Duyn to politically oriented work such as Sanchez's, Gomez's and Parker's. But Baswell stressed that even the poetry of a strict formalist can be considered political, because "Even if you don't have a 'political' word in your work, if you can make the language do something it's never done before, that can be political."

Who is selected is less important than maintaining breadth in the series. There is no narrow definition about what is poetical power."

Juliayn Coleman is a Barnard College third-year student.

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for you!*

Broadway Play Brings "Private Lives" Out Into the Public

Priate Lives," Noel Coward's recently-opened play, is a wonderful vehicle for its star of "Dynasty" fame, Joan Collins. Her portrayal of a rambunctious re-married woman shows a level of diversity in her acting that many people probably do not believe exists. The play humorously weaves a tale of marriage and divorce, and marriage again, conjuring images of infamous multiple nuptials such as those of Elizabeth Taylor and Richard Burton, and Melanie Griffith and Don Johnson.

The show is a sort of "He Said, She Said" meets "The War of the Roses," involving love/hate relationships between the characters. The story depicts the ups and down of Amanda's (Joan Collins) and Elyot's (Simon Jones) relationship and the effect it has upon their respective new spouses. The woven tale of lost and found love lends itself to a script full of clever innuendos and double entendres.

However, despite the playfulness of the script, there are loop holes that allow monotony and predictability to filter in. The second act is far inferior to the fast-paced first and last. The slowness of Act One is due to the fact it dwells solely upon the mundane domestic affairs of Elyot and Amanda while in her Paris flat. Without the presence of other characters interjecting, the atmosphere becomes commonplace and dull. There is only so much repeated kissing and hitting a viewer can take.

Contrasting with Act Two, Act One and Three are successful in their spontaneity and amusement, thanks in large part to the fine supporting roles of Sybil (Jill Tasker) and Victor (Edward Duke), who add a needed third party

interaction to pick up the pace. Since they are the jilted significant others, Victor and Sybil inject an awkwardness into the scenes. It is this combination of the four characters that keeps the humor going and the audience attentive.

As a side-note: averaging once per act, Amanda breaks into some form of light musical number that proves singing and acting, at least for Collins, do not necessarily mix. The actress should be commended for delving into the realm of music, but undeniably singing is not her forte. Her poor voice makes one appreciate her finely tuned acting, at least when compared with her out-of-tune singing.

Although the play has its good and bad points, it is worth seeing. Collins succeeds in filling the two hours with a touch of glamour. (Just try to ignore the atrocious singing.)

Renée Harrison is a Barnard College Junior.



photos by T. Charles Erickson



Write for the *Arts!*

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Swiss Documentaries Expose Personal Lives of Two Artists

The double feature currently playing at the Film Forum includes the 18 minute film *Eye to Eye*, and the lengthier *Step Across the Border*. Each of these films documents other art mediums. Stepping, not so lightly at times, across the borders between film and photography, and film and music, the audience experiences much more than the average documentary.

Eye to Eye is a moving picture and narration that opens up the world and work of photographer Robert Mapplethorpe to the viewer. It is the voice of Jack Walls, one of his former models and long time lover, that is heard throughout the film, chronicling and revealing the professional life of the controversial artist and his art. The stills which director Isabel Hegner chose to study included some of Mapplethorpe's most erotic and startling pieces. Walls narrates the history and motivation behind each with his own supplementary hypotheses of explanation as well. His insights also suggest that the artist's final focus on still-life as his main subject was anti-gossip motivated; an inanimate object "never talked back." According to Walls, Mapplethorpe's preference for models who were black was based on his preference for the way light interacted with the subjects'



Fred Frith

courtesy of Film Forum

bodies, especially since he shot mainly black and white film, allowing greater definition and contrast.

The subject matter itself, aside from the unconventional filming format, makes *Eye to Eye* quite a provocative piece. The alarming still of an erect penis protruding from Walls' fully clothed figure juxtaposed to a gun, which he points parallel to the erection, is one of the images which left a significant and indelible impression on the viewer. As poignant as the various human subjects photographed in compromising or shocking positions, like the one of the man performing oral sex on the provocatively dressed woman, are the overwhelmingly sensual flowers he chose to shoot. With his sensitivity for the human body and the starkest of backdrops, Mapplethorpe skillfully elucidates such things as flowers to resonate with voluptuous curves.

Documenting Mapplethorpe, Hegner succeeds in presenting the artist with great compassion. However, at moments, the directing and the soundtrack prove to be distracting. However, this ultimately adds to the poignancy of the film as its own entity.

Step Across the Border, exposes avant-garde British musician Fred Frith through his compositions as distinctly as *Eye to Eye* revealed Mapplethorpe through his stills. The borders being crossed here include those between artists, mediums of expression, methods of expression, and locations and language. The directors, Nicolas Humbert and Werner Penzel could blend their subject (Frith and his music) more smoothly than Hegner had, as they were able to incorporate Frith's work throughout the documentary. The music they chose to include was constant and consistent with their filming. It almost seemed as if Nicolas Humbert, Werner Penzel and Fred Frith had worked on the film together.

Exploring the boundaries between various countries around the globe, Humbert and Penzel followed Frith not only in his geographical movements, but also in his stylistic changes. When the music grew into bird noises and sounds of nature, the directors took note by projecting these visual images. The audio transition from Frith's orchestrated pieces to his "accidental"



Robert Mapplethorpe

photo by Timothy Greenfield-Sanders

constructions was easily complemented by the change in directional style. It seemed irrelevant to where or how Frith created his music. It was only important that he transcend verbal languages with his music in order to reach a global audience with his work. This form seemed to enlist, perhaps directly Humbert and Penzel in their visual interpretations.

The blur between music and film was a constant but unobtrusive element which permeated the work. They naturally blended, that some of Frith's more unconventional methods for creating music did not seem in the least bit strange.

Both films documented a non-film medium. Each acted successfully complementing the art forms being studied while maintaining its own integrity as a work of art. Although neither was "easy" to watch, in that there were startling moments throughout each piece, this appears to be the intentional effect: to provoke thought.

Kinn-Ming Chan is a Bulletin Commentary Editor and a Barnard College first-year student.

Leff Field
Susan Leff

Out In Leff Field Again

As Valentine's Day passed, I was inspired by my favorite couples, Fred and Ginger, Laverne and Shirley, Sid and Nancy, me and my thesis... So here I am, out in Leff Field again, just my thesis and me.

Thankfully, these new releases have scared off those winter doldrums for a while, anyway...

Various Artists—Guitarrorists. (No. 6.)

Reacting to a statement by Depeche Mode dismissing guitars in music, Terry Tolkin compiled *Guitarrorists*, a collection of 26 guitar-only instrumentals by some of the best guitarists in the business. The line-up speaks for itself, with contributions by Kim Gordon (Sonic Youth), Dean Wareham (ex-Galaxie 500), Kramer (Bongwater), Marcy Mays (Scrawl) and others. The liner notes are clever, the sequencing is incredibly fluid and this 76+ minute CD highlights diverse talents ranging from Two Nice Girls' Kathy Korniloff on "i really can't say" to J. Mascis' "Little Ethnic Song" and Dave Rick's "Where's Gitchi Oombigat At?" The score? Terry Tolkin 26, Depeche Mode 0.

Ministry—"Jesus Built My Hotrod." (Sire/Warner Brothers.)

Coproduced by Hypo Luxa and Hermes Pan (a/k/a Ministry: singer/writer/keyboardist Al Jourgensen and bandmate bassist/keyboardist Paul Barker), Chicago's dynamic duo are back with an ode to American icons like Jerry Lee Lewis and the sport (?) of dragracing. The first side of this cassette maxi-single is the 8+ minute Redline/Whiteline version of "Jesus Built My Hotrod," a humorous anecdote complete with tire squeals and a chorus of "Ding a ding dang my dang a long ling long." The B-side is the 3+ minute "Short, Pusillanimous, So-They-Can-Fit-More-Commercials-On-The-Radio Edit" of the same track and "TV Song," a thrash bit that sounds more like a cross between Gang Green and the Minutemen than Jourgensen and company.

Cocteau Twins—Box Set Collection; Four Rereleased EP's. (Capitol/4AD.)

Capitol Records put out a sampler to promote the Cocteau Twins' box set, a collection of previously unreleased tracks and the band's singles. If this sampler is a good indication of what the box has to offer, I'll gladly shell out the big bucks for it, since the previously unreleased material featured on the sampler (1990's "Dials" and an earlier track, "High Monkey Monk") have a distinct sound unlike the previously released material. The Cocteaus are actually the Scottish trio who invented the ambient sound that preceded bands like Lush, Blur and others. Their works have earned them a dedicated following here and at home with the exquisite vocals of Liz Fraser and production of 4AD's resident demi-god, Ivo Watts-Russell. Comparisons won't do them justice, so for those unfamiliar to the Cocteau's unique sound, I suggest any of the Cocteaus' first four EP's, *Garlands*, *Head Over Heels*, *Treasure* and *Victoriantland*, all of which have been recently rereleased on Capitol.

Live—Mental Jewelry. (MCA/Radioactivity.)

As the story goes, the demo tape of this York, PA quartet

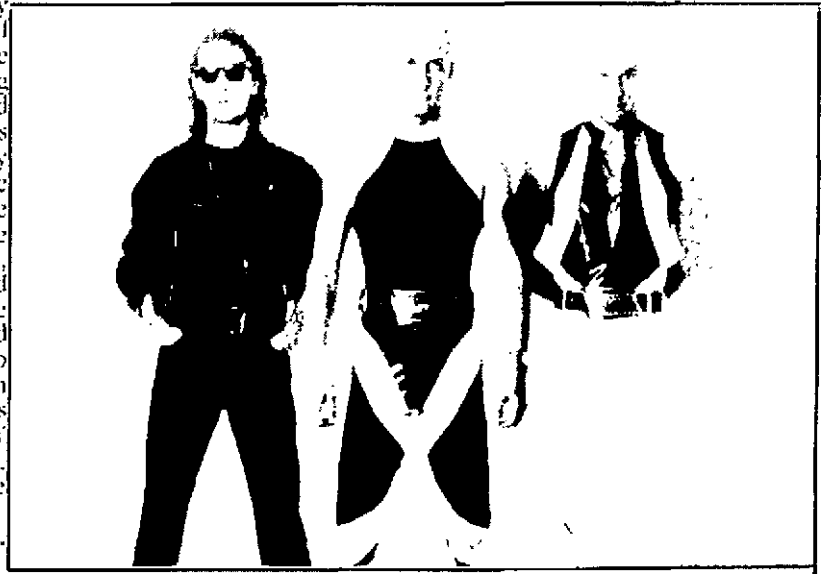
was so good that Radioactive's president enlisted Talking Head Jerry Harrison to produce their first LP. The result is a serious and mature debut from an accomplished band who have been together for over six years; incidentally, all of the members of Live are twenty-one or younger. Lead singer Ed Kowalczyk writes and sings smart and honest lyrics which never verge on the trite or overly-clever, while bandmates Patrick Dahlheimer (bass), Chad Gracey (drums) and Chad Taylor (guitar) play rock that is both fluid and rhythmic, aggressive and laid-back. The overall sound of *Mental Jewelry* effectively captures the band's electrifying stage performance (but I wonder about the connection between Jerry Harrison and Kowalczyk's David Byrne-esque stage persona, which I actually admire.) Don't miss their performance with B.A.D. II (and others) on their upcoming 120 Minutes New Music Tour on April 22 and 23 here in New York.

Right Said Fred—"I'm Too Sexy." (Charisma.)

Talk about EGO (although it could be argued that they have what to brag about!) The more lead singer Richard Fairbrass tells me that he's too sexy for, well, EVERYTHING, I've actually begun to believe him! The British trio RSF are the reigning kings of camp: "We're gently poking fun," said Richard in an interview with USA Today, "The model industry, like pop music, forgets its place sometimes." Richard should know: he and younger brother/RSF lyricist Fred own a London gym where preening models hang out. "Some of them are in a sad state of actually believing that they are too sexy," said Fred. You too can join the ranks of the "too sexy" with seven (count 'em) versions of the single, including a "Tushapella" (acapella) and a Spanish version of "I'm Too Sexy," or you can wait for the LP, *Up*, which will be released tomorrow.

That's all for now (at least until I get that rough draft of my thesis done), but you can look forward to a review of *Cop Shoot Cop* in my next column, as well as a review of *Miracle Legion's Drenched*.

Susan Leff is a Barnard College senior and a former Bulletin Arts Editor.



Right Said Fred

Tobi Corney

A Victory for Need-Blind Admissions?

On Feb. 25, the Columbia College faculty voted unanimously to support the Committee of Admissions and Financial Aid's (CAFA's) latest proposal toward ameliorating the financial aid crisis facing the College. The proposal includes a cut in pay raises for senior faculty, the elimination of stipends for faculty advisors, raising \$50,000 from alumni through phone-banking by students, admitting 60 additional students into next year's class, increasing work-study packages, limiting travel costs for students, and the creation of a "Strategic Planning Committee" (ostensibly to create long-term solutions for the University's financial woes). The creation of this proposal and the faculty's decision to support it represent a victory for all students who have been involved in efforts to pressure the Administration into preserving full-need, need-blind admissions; without the vocal and organized efforts of the Ad-Hoc Coalition Against the Cuts, without the negotiating efforts of the Columbia College Student Council, and indeed without the activity around Low Library on Feb. 11, the Administration, CAFA, and possibly the faculty would not have fully recognized the need to address students' concerns over the status of the need-blind admissions policy and its subsequent effect on diversity within the incoming classes. With the faculty vote of Feb. 25, it now appears that need-blind will be saved for this coming year's first-year class, and a strong show of support for maintaining diversity at Columbia University has been registered by the faculty.

This does not, however, mean that the outcome of the struggles over the past few weeks has been entirely favorable. A genuine effort to evaluate and prioritize the importance of a need-blind, full-need policy has yet to be carried out by the University's administration. Need-blind may have been saved for this year, but a long-term commitment to ensuring that students of poor economic backgrounds have a place at Columbia has yet to be articulated by CAFA or the Administration. We can safely expect, then, that one of the following scenarios will take place next year: 1)

CAFA and the Administration secretly decide to place a cap on the number of needy students admitted into the First-Year class (thereby eliminating need-blind admissions), thus avoiding confrontation with students or faculty, or 2) the Administration makes such a policy public, stating that economic realities dictate such a policy. Students (and hopefully, faculty) once again react, and the events of the past month play themselves out again, until the Administration agrees that need-blind is a fundamental principle not to be tampered with, or until some sort of compromise is reached.

The proposal put forth by CAFA is

Need-blind may have been saved for this year but a long-term commitment to ensuring that students of poor economic backgrounds have a place at Columbia has yet to be articulated by CAFA or the Administration.

also not a total victory because it relies on faculty sacrifices to make up part of the College's deficit. The faculty has been hit by University cutbacks as well this year, as evidenced by a ten percent reduction of Columbia's Arts and Sciences faculty. Members of the faculty also recognize that they have been excluded from the decision-making process on budgetary matters, while their departmental and research budgets have been slashed. Their approval of CAFA's plan, then, is a generous move (as well as a great show of support for students worried about diversity at the University), but we have to recognize that cutting costs in some important areas of the University in order to preserve funding in other areas threatens to divide us as a group at a time when unity between students, faculty, and workers is of vital importance.

This leaves the Ad-Hoc Coalition

with the following demands:

- 1) Democratization of the budget process
- 2) The publishing of a detailed account of the budget (something corporations are required to do, and that many other universities already do)
- 3) Amnesty for the seven students brought up on disciplinary charges for barricading the doors of Low Library
- 4) The maintenance of full-need need-blind admissions as fundamental and untouchable principle

The first demand on this list is worthy of more discussion. The Administration has offered to create a Strategic Planning Committee (sounds more like they'll be designing ballistic missile: than evaluating the budget, doesn't it?), to be composed of students, faculty, and administrators. While this offer was handed down by the Administration as a way of appeasing demands for greater student and faculty involvement in the budget, it was little more than a cynical maneuver at best. Students will have to fill out applications for this committee, go through interviews with faculty, students, and administrators and President Sovern will have the final say in who is selected. In addition, only two students will be admitted to this committee, hardly adequate representation for such a large and diverse student body. Opening up the budget to the scrutiny of all interested members of the Columbia community is a step toward democratization, but the budget process itself must be altered to provide students, faculty, workers, and the administration an equal role in planning and decision-making. Creating a small committee of hand-picked representatives denies those affected most by the budget cuts any sort of role in deciding how and where those cuts will be made.

So while while we can declare the approval of the latest proposals by CAFA and Columbia's Administration testament to the fact that organizing and fighting back are indeed effective tools for changing unfair policies, we need to recognize that a longer and more arduous task lies ahead of us. As students, we have to ally with other members of the Columbia community and demand that the Administration

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Why Are We Still Fighting When We're on the Same Side?

To the best of my recollection, the first time I ever heard the word "nigger" I was eight years old. Today, simply typing the word leaves a bitter taste in my mouth. But at the ripe young age of eight, I was quite oblivious to all and any negative associations—I believe I thought it was just another name for African American. I was soon to learn the drastic difference.

My family had a painting of the Biblical figure, Moses, hanging in the den of our old house. It is known that there are differing interpretations as to Moses' skin color. In this particular painting, Moses' skin was black. One fine day, I proceeded to use my newly acquired vocabulary in reference to the figure in the painting. My older brother—ten years my senior—was the only one to hear me say it. He simply looked up, calmly crossed the room to where I sat, slapped

Throughout the centuries, our two nations have shared the same horror of slavery, known the same humiliation of being laughed at and tormented, felt the same pain of separation from our homes and families, and tasted the same bitter tears as we watched yet another innocent loved one die. Indeed, it was frightening to learn just how much we have in common. But it was heartening as well.

me across the face, and whispered ominously, "Don't you ever say that word again." It was the only time that any one in my family has ever hit me. And while my brother and I would both agree that we've shared finer Kodak moments together, in retrospect I would say it may well have been the nicest thing he's ever done for me. And had the imprint of his palm still lingered on my cheek today, the lesson he taught me could be no more deeply engraved in my mind.

My brother sat me down and explained the evils of racism in words I could understand. He gently reminded me that good people don't call other people nasty names that will hurt their feelings. Most importantly, he introduced me to the word "kike" and made a crucial connection for me. As a Jew whose grandfather's entire family had been killed in the Holocaust, as a Jewish child whose own heritage is filled with racial discrimination and cruelty and as an individual who would later come to understand all too well the meaning of difference, I could not make vicious and racist remarks about others and still call myself a good, religious Orthodox Jew.

I do not remember thinking about it all that much until later in grade school when I began learning about the history of the African American people in this country, while simultaneously (as it was a Jewish school) learning extensively about Jewish history. And I found that the similarities between our respective histories and legacies were too striking to ignore. Throughout the centuries, our two nations have shared the same horror of slavery, known the same humiliation of being laughed at and tormented, felt the same pain of separation from our homes and families

and tasted the same bitter tears as we watched yet another innocent loved one die. Indeed, it was frightening to learn just how much we have in common. But it was heartening as well. That we had our own physical and emotional wounds and scars, might necessarily make us more sensitive to each others' pain. And I felt a deep and powerful sense of connection to this nation of people that seemed to be a soul mate to my own. And yet, despite the fact that I was and am aware of that, I could not help but be more than mildly surprised when I recently saw an article entitled "Parallels of Jewish and Negro History" in the December 1955 issue of the Negro History Bulletin. The article was a verbatim reprinting of an address delivered by Dr. Louis Ruchames, Director of the Hillel Foundations of Western Massachusetts, to an audience of African American men and women at the Grand

Street Boys Club in New York City on Feb. 20, 1955. Dr. Ruchames began his speech with the following: "It is with a deep sense of privilege that I join you this morning in the observance of Negro History Week and in tribute to the Centenary of Jewish Settlement in America. As I think of the history of my people in this country, I know of no more appropriate and meaningful act than to join our observance with that of the Negro people, whose history touches ours at so many points and whose welfare is so directly related to ours." He went on to talk about not only the common histories of Jews and African Americans, but the goals they shared for future, as well. "We need a new outpouring of effort against all those evils that still confront Negroes, Jews and other minority groups." Now why should this come as such a shock, I wondered to myself. It makes perfect sense for the Jew to celebrate together with the African American to commemorate the freedoms we have each fought for and won, as well as plan our continuing struggle for civil rights and liberties. So, why were my eyes so widened with disbelief?

I think we are, all of us, painfully aware of the recent tensions on campus, particularly between the Jewish and African American communities. I find recounting specific

And the truth is, we do know how to hurt each other - perhaps better than anyone else - because we know how we have been hurt ourselves. But that means we also know how to help each other.

events to be superfluous at this point, but suffice it to say that we have been having our share of problems relating. And this speech amazed me. When we think of 1955, we think "backward," we think "conservative," and certainly unenlightened in comparison to the sophisticated cultural awareness and heightened moral consciousness of the nineties—an age where we can pat ourselves on the back for having gotten the p.c. vocabulary down to a science. But maybe—just maybe—something is missing. In 1955 members of these same two groups embraced one another in

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What Buchanan Really Stands For

G.O.P. presidential hopeful Patrick Buchanan has certainly startled President Bush with his surprising performance during the New Hampshire primary last Tuesday, winning 41% of the G.O.P. vote. Mr. Buchanan has called attention to the problems that our country has been facing during President Bush's tenure and coincidentally has impressively caused Bush to respond to his critics regarding his performance while in office. However, due to his racist/anti-Semitic and homophobic views, Mr. Buchanan is not what I would call an ideal presidential G.O.P. hopeful who can solve the crises that the nation faces. It must be noted that in the past Mr. Buchanan has made some blatant racist/anti-Semitic and homophobic remarks, although he denies doing so to this day. In one instance, on the ABC news program "This Week With David Brinkley," Buchanan remarked that Congress is dominated by "pro-Israel lobbyists." In another instance, Buchanan was quoted in the "New York Times" editorial section from Sunday, Feb. 16, 1992, as characterizing the AIDS virus as "nature's retribution against homosexuals." In yet another instance, Buchanan was quoted by Gabe Pressman of the WNBC news program "Newsforum" (which featured an interview with Holocaust survivor and novelist Elie Wiesel) on Sunday, Feb. 25, 1992, stating that the soldiers who fought in the Persian Gulf War had names like "Jones, Gonzalez and Leroy Brown." According to Pressman, he was perhaps making the assumption that Jews did not fight in the war. As Anthony Lewis mentions in the "New York Times" editorial section from Thursday, Feb. 20, 1992, Buchanan's views have suggested that "Jews were a major factor in pushing for the Persian Gulf War." Buchanan's most controversial, erroneous and offensive comment was perhaps the one directed towards those who survived and perished at Treblinka, a Nazi death camp during World War II. According to Mr. Buchanan, as he stated on the CNN news program "Crossfire" in January of 1992, "[it was] impossible for the victims to die from the effects of diesel gas alone" in the gas chambers at Treblinka. Perhaps, Holocaust survivor and novelist Elie Wiesel has

characterized Buchanan in the most concise manner, commenting on "Newsforum" that Buchanan is "very insensitive."

What surprises and disgusts me is that a racist can have the audacity to run for president and claim to represent the interests of all Americans. I'm also very shocked that the press has not attacked Buchanan's character as they have David Duke's. Perhaps if Mr. Buchanan was not a former political commentator and a former White House aide during the Nixon and Reagan administration, the press would dare to expose Buchanan for who he really is - a racist.

Carrie Lieberstein is a Barnard College senior.

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Education Needs a Facelift

On my first day of kindergarten my teacher told me that I was stupid. She compared me to a little boy and said, you should try to be as smart as him. Perhaps time has distorted my memory, inflating an experience that crowded a five year old mind, but does that really matter? The feelings are still like sharp teeth clinging to the periphery of my memory and suddenly I shrink and taste the tears and the desperate desire to crawl into a corner and disappear.

As a young child, my teachers were gods, occluded in greatness only by my parents. In those days, a compliment, or even an encouraging smile, bore wings and made me fly. It's a heady feeling, being able to fly, and once children have experienced the heights of their potential, they never want to come down. Instead, their heads pop above the clouds, believed to be the end of the world, and suddenly there is a realm of wonder and magic where the Wizard of Oz really does exist to bestow on them what they had all along. Luckily, I had supportive teachers later on in school, so I can attest to the often underestimated power of encouragement.

Education is the invisible resource of this country, and possibly the forgotten panacea for the country's social ills. Unfortunately, education and recession are tragic bedfellows, and as the public becomes mired in yet another mud-slinging presidential election, where salient issues such as the declining quality of education are often camouflaged by slippery rhetoric, the solutions are hard to best. So for the present, schools continue to shorten

their hours and furlough staff in order to make ends meet, while national standardized test averages plummet.

There are other lethal antagonists to education, extending beyond the ostensible restrictions imposed upon school systems by the recession, and instead nestling silently within the classroom. For example, according to a recent report commissioned by the American Association of University Women Educational Foundation (AAUW), teacher biases are shortchanging women, especially in the fields of mathematics and science.

The study revealed that girls are increasingly lagging behind boys in standardized mathematics and science scores, while even those who do attain high scores tend to veer away from math and science oriented careers. Apparently, most teachers encourage boys in math and science, while ignoring and sometimes consciously discouraging female students. As expected in studies conducted of women who continued to study science, encouragement from teachers was cited as crucial in their decisions. Needless to say, in an educational system riddled with deficiencies, dedicated teachers offer invaluable support and advice to students in choosing their futures.

But then I think about the hidden scars inflicted upon the malleable flesh of children's self image, or for that matter, any student who has faced discouragement from a teacher. I think about the specious claims made about equality in education. I grow dizzy from the numerous problems, like sexism and racism in the classroom, that are

slick from excuses and denials, they inundate students like an oil spill so they can't fly, trapped by shadow and darkness.

In the end, wading past the inherent biases of this society, the explanation can be crystallized to one simple fact - educational institutions are a footnote in this country's agenda. And ironically so, since without a solid foundation of educated citizens, the fabric of society threatens to be torn asunder by the glittering alternatives of crime and violence.

Consequently, how can we expect enthusiastic zeal from teachers who are virtually ignored by the public and forced to function in schools mired by budget slashes? How about those students that do survive the school system with their optimism and desire to learn intact, but cannot continue with their education because need-blind admissions are being systematically eliminated at private institutions while public institutions annually increase their tuition? The welts of stratification in America promise to become further inflamed as the digits of parents' income soon outweigh grade point average.

In short, how can we take our education system seriously when the government apparently does not. In an age characterized by breast implants, liposuction, and collagen lip injections, isn't it time for America's educational system to get a facelift that delves past plastic perfection?

Stephanie Staal is a Bulletin News Editor and a Barnard College junior.

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Lee Steinberg (BC '92)

While some people think the women's movement is over, others feel that women are just depressed about the slow rate of their sex's progress as a whole. Some of this depression stems from losing battle after battle and watching the news show the many alleged rapists acquitted and letcher.

Although some students were hesitant to share their true feelings on such controversial issues, many felt that Chancer helped to alleviate their fears. People were really saying what they were thinking about these things which stimulated ideas and brought up different view points which really helped me. said Kim Doan (BC '92).

Others felt that Chancer helped to make sense of a complex topic. "I really liked the way she showed the relationship between the three isms. She brought it down to a level in which we participate and helped us understand what the issues were more than in abstract form," said Suzanne Lee (BC '92). In addition, students felt that Chancer was an incredible facilitator because "she had a good ear, and was receptive and quick to pick-up on concerns of students." Lee added Grace Gutierrez (BC '93) felt that it was interesting to realize "how inseparable the 'isms' are. All of them make up the individual woman."

Even though Cindy Suchomel (BC

'92) and I have studied these issues in depth and we both intend to continue to study the connection between racism, sexism and classism, we got an incredible amount out of the two hour discussion. The variety of topics covered in such depth was amazing and Lynn Chancer helped highlight important issues and shift the angle towards solutions.

At the end of the meeting, Chancer urged students to action. Her final message was to "move beyond and see collectives and encompass all simultaneously. It is not an either/or situation."

Nicole Deutsch is a Barnard College senior.

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make a concerted and serious effort to change the budgeting process. We need to continue to pressure President Sovern, Provost Cole, and the Trustees until they can ensure that need-blind, full-need financial aid is a fundamental, non-negotiable right, crucial to creating higher education that is equitable and open to all.

Tristin Adle is a Barnard College senior and a member of the Barnard/Columbia I.S.O.

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celebration of their sameness. They joined together in recognition of all that they had to share. Quite simply, they looked down at their list of things to do and found that they had a common agenda: a desire for freedom, a hope for tolerance and a dream of changing the world.

Today, I would suggest that perhaps we - and more specifically we at Columbia and Barnard - are missing the big picture. In honor of Black History Month, Dr. Marjorie Hill, an African American lesbian. Director of the Mayor's Office for the Lesbian and Gay Community was invited to speak at the Community Center on Feb. 11. Dr. Hill told a story about how she, a human rights activist for almost 15 years, almost missed that picture. Her office was planning a forum with the National Lesbian and Gay Task Force for members of the community to come and hear what was being done on their behalf. They decided to make it on Dec. 2. At some point during the planning, an Arab lesbian mentioned to Dr. Hill that some of the Jewish community members might have a problem with the date, as it was the second night of Chanukah, the Jewish Festival of Lights. So Dr. Hill called some of the other people who were on the planning committee to discuss the problem. Some responses were "Well, you know, Chanukah's not that big of a deal," and, "The second night is not really so important. We can still have it that night." And she was almost convinced. "And then," Dr. Hill said at the lecture, "I said to myself, 'Wait a minute, Mage. If you're really serious about creating a space that is respectful of everyone, including Jewish lesbians and gays, you're not going to have something on any night of Chanukah.' So we changed the date, called the speakers and rescheduled - and that was it. The point is we have to get the information and once we get the information, we have to be willing to use it. You know, it was a real drag to change the date. But sometimes we have to do a little bit more."

Essentially, I believe Dr. Hill changed the date because she realized that true sensitivity and understanding between the communities requires going that extra mile, doing more than what is expected, considering each other's feelings, and keeping the lines of communication open. And the truth is, we do know how to hurt each other - perhaps better than anyone else - because we know how we have been hurt ourselves. But that means we also know how to help each other and right now we need each other's help. There is an old saying in Hebrew, *Chut Hameshulash Lo Bimhara Yimatek*. In English, this translates to mean "three strings by themselves are weak and vulnerable, but when they are woven together into a single thread, they are not torn with ease."

We must be able to support and lean on each other, because only together will we have the strength to battle the evils that plague society. Only when we are united will we have the power to fight bigotry with open arms, anger with warmth and hatred with love. Because though undoubtedly we have our differences, there is still one race in which we are all sisters and brothers - the human race. Let us focus on how we can help, not on how we can hurt - on what brings us together and not what drives us apart. Let's try stretching out just one hand to the other side in friendship. We can never know until we try just who might grasp it warmly and gratefully in return - with *both* hands.

Cheryl Prince is a Bulletin Features Editor and a Barnard College alumna.

Express

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Yourself

In

The

Commentary

Section

Arts Calendar

Exhibits

"The Stieglitz Circle" features modernist paintings and drawings from the permanent collection, plus photographs from Alfred Stieglitz, Edward Steichen, and Paul Strand, among others. Through 5/1 at the Whitney @ Federal Reserve Plaza, 33 Maiden Lane @ Nassau St., M-F 11-6.

"Allegories of Modernism: Contemporary Drawing" includes works from over 40 artists in an attempt to examine different attitudes toward drawing that have developed over the last 15 years. Through 5/5 at the MOMA, 11 W. 53rd St.

"Barbizon" is a selection of paintings, drawings, and pastels by six masters of the French 19th century school of natural landscape. Through 5/3 at the Met, 82 St. and Fifth Ave.

"Women's Vision" is a juried art and essay competition. The artwork will be representative of each artists' vision of women and their changing roles and challenges. 3/2-3/28 in the Student Lounge at Teacher's College. Opening reception 3/5, 7-9pm.

Film

Zooprax

"Gentleman Prefer Blondes" ('53). Marilyn Monroe and Jane Russell star as sexy showgirls on the prowl for rich men (or so it seems) when love, mystery, and a little bit of intrigue cross their paths.

Tu, 3/3 @ 7, 11.

"Viva Las Vegas" ('63). Everyone comes up a winner when Elvis Presley, race car driver, meets up with Ann Margaret, Vegas swim teacher whose swivel hips are even fancier than the Kings. Elvis' most popular film. 3/3 @ 9pm.

Ferris Reel

"Monty Python and The Holy Grail" Little needs to be said about this cult comedy monster. Be sure to bring your shrubbery and your ridiculous French accent and forget those midterms! 3/5 @ 8, 10.

"Local Hero" A magical film from the director of "Chariots of Fire." An oil company wants to buy a small Scottish Village and the villagers are only too happy to oblige, except for one. 2/8 @ 8, 10.

Special Event

Oliver Stone: The Man Who Shot "JFK." Director Oliver Stone (yes, him) on the making of his "JFK," the issues it raises and the furor it has created. Mon. 3/2, 5:30-7:30pm at the Time & Life Building; 8th floor Auditorium, 1271 6th Ave. at 50th St. FREE!

Music

Miller Theatre

String Quartet Series

Endellion String Quartet and Clarinetist Daniel McKelway perform Mozart's Clarinet Quintet, K.581, Beethoven's Quartet in C major, Op.59; No.3, and Haydn's Quartet in D major, Op.74, No.2. Wed., 3/4 @ 8pm. Txs: \$8 for students.

Jazz Series

Single performance features cellist Dierdre Murray; bassist Fred Hopkins; Andy Bey, piano and vocals; Elliot Sharp, composer/multi-instrumentalist; Gerry Hemingway, percussionist/composer, and Newman Baker, percussionist. Fri., 3/6 @ 8pm. Txs: \$8 for students.

Postcrypt Coffeehouse

St. Paul's Chapel

OPEN STAGE—Here's your chance to get up on our stage and toot your own horn. ALL types of performance welcome; bluegrass, folk, grunge, tribal drums, comics, poetry, jazz, whatever. 3/6. Sign up @ 8:15pm, performances start @ 8:30. Strict two song limit.

Professor Louie—Back with Fast Eddie. His groovy performance poetry will make you open your eyes and TURN OFF THE TV. 3/7 @ 9pm.

Jim Gaudet—Take it from John Gorka, this is one really talented song-crafter. 3/7 @ 9pm.

the Five Chinese Brothers—One of the coolest, most rockin' bands in New York, but they're not the fathers of Cubism. 3/7 @ 9pm.

Iphigene's Coffeehouse presents Writer's Open Mike Night. Sign up at 7:30 on Thurs. 3/5 for a 10 minute slot! The show starts at 8:00pm followed by musical guests TBA from the CU area.

Performance Art

"Worthy," a solo performance by Steve Gross, uses original choreography, text and film with popular music to experiment with the idea of intimacy. 3/5-8 and 3/12-15 @ 8pm. Txs: \$12 or TDF+ \$7, P.S. 122, 150 First Ave.

"Avant-Garde-Arama" with host Hapi Phace. Includes performances from Sadie Benning, Ryan Laundry, Eileen Myles, and Yasuko Yokoshi, among others. 3/6 and 3/7 @ 9pm. Txs: \$12 or TDF+ \$7, P.S. 122.

Poetry

Women Poets At Barnard: "Five Voices On The Epidemic" features readings by Tory Dent, Jewelle Gomez, Rachel Hadas, Lynda Hull, and Pam A. Parker. Mar. 5, @ 8pm in Barnard Hall. Admission free, reception to follow.

Theatre

"The Art of Dining" is Tina Howe's 1 1/2 hr. comedy concerning dieting, overeating, and the lust for sensuous experience. Directed by Paul Berman @ Minor Latham Playhouse. 2/27-3/1, 3/6, 3/7 @ 8pm, 3/5 @ 5:30pm, 3/8 @ 3pm. Txs: \$3 for students.

The CU Jewish Theatre Ensemble presents a production of Sheldon Harnick and Harry Block's classic musical "Fiddler on the Roof," a poignant tale of a poor Jewish milkman and his family in a turn-of-the-century Russian village. The story is told with humor, life, drama, and wisdom, concluding with a passionate message of hope.

At the Feinberg Auditorium @ the Jewish Theological Seminary, 122nd and B'way, 3/5, 3/7, 3/8 @ 8pm, 3/8 @ 3pm. Txs: \$5 for students. For more info: Jessica Cohen @ 853-4935.

"Pippin," a musical about the life of Charlemagne's oldest son, Pippin, and his struggle to be extraordinary, is presented by Barnard College Musical Theatre and the Columbia Musical Theatre Society and will run March 4-7 at 8:00pm in Schapiro Theatre. Txs: \$5 students, \$10 other.

Ticket Booth

"God Is Trying To Tell You Something" 3/3, \$26.

"Phantom of the Opera" 3/3, \$20.

"Miss Saigon" 3/4, 3/8, \$20.

Celebration For Women

A night of dance and celebration of women, featuring live entertainment from 8pm-10pm and a D.J. Dance from 10pm-2am. 3/7 in McIntosh, beginning at 8pm. Admission: \$2 w/ID.