“A rigorous teacher seized my youth... Showed me the high, white star of Truth. There bade me gaze, and there aspire.”

The Barnard Centennial Scholars Program, inaugurated in September 1985, celebrates the beginning of the College’s second century of leadership in providing excellence in the education of women. The Program offers students of outstanding achievement and ability a unique opportunity to engage in independent work in areas of special interest early in their undergraduate careers.

In complementing the already rich Barnard curriculum, the Program enables Centennial Scholars to pursue individual objectives in specialized areas while utilizing all of the College’s scholarly and professional resources. For young women whose academic preparation and personal achievements suggest the potential to pursue creative independent work, the Scholars Program offers the opportunity to work on individual projects with mentors selected from the College’s distinguished faculty, supported by a $1500 stipend.

The Scholars Program cultivates independence of thought and scholarly initiative by offering undergraduate students the unusual opportunity to determine the course of their intellectual inquiry.
In the tradition of excellence...

Barnard College was founded a century ago to offer young women excellence in post-secondary education, unavailable elsewhere in New York at that time. In her inaugural address, President Ellen V. Futter defined the continuing mission of Barnard College as "the provision of undergraduate education of the highest quality in an environment which is particularly sensitive to the intellectual and personal needs of its students, and in which women's abilities and aspirations flourish through their full representation and participation in the College."

While higher education is now accessible to women in every kind of institution of higher learning, Barnard remains unique. The curriculum combines a classical liberal arts focus with required competence in quantitative, analytical, and communication skills, at a school dedicated to undergraduate instruction for women within a large urban university.

Built upon these strong foundations, the Centennial Scholars Program continues the College's traditional commitment to excellence, enabling a small group of students to integrate their special interests within a structured course of study.

In the tradition of individual achievement...

Barnard students have been characterized by a common level of uncommon achievement. The roster of distinguished alumnae spans every field of human endeavor. They include public servants, scientists, business leaders, artists, writers, and educators.

At Barnard, student-mentor relationships have become a crucial factor in the College's long tradition of individual achievement. In each of six previous decades, Barnard College has led the nation's colleges and universities in the number of women who go on to earn doctorates in the arts and sciences. Similarly, an unusually high percentage of American women physicians are Barnard alumnae. These facts speak to the faculty's support of its students' aspirations.

His encouragement has enabled Barnard students to enjoy especially rich undergraduate experiences in the arts, literature, and the sciences. Zora Neale Hurston '28, novelist, folklorist, anthropologist, critic, and a pivotal figure in the Harlem Renaissance, considered her Barnard years critical to her development, valuing the College's "high scholastic standards, equipment, the quality of its student body and graduates." As an undergraduate, she studied with Franz Boas, who was also mentor to another Barnard alumna, Margaret Mead '23. Sixty years later, another Barnard student, Karen Goldberg '83, was given the opportunity, after her sophomore year to work and publish with Nobel Prize-winning scientist Roald Hoffman.

Professor of Chemistry at Columbia University, Jacqueline Kapelman Barton '74 is engaged in research on the structure of deoxyribonucleic acid and recently received the National Science Foundation's Waterman Prize. The first woman to be awarded the prestigious honor and the annual $100,000
stipend it carries for three years, Dr. Barton says of her Barnard training. "There is no question that my experiences at Barnard were critical to my success in chemistry I may be able to achieve. What I learned there, as a result of very close relationships with the faculty, was that women can do science and do it well."

"In the sciences, I think it becomes especially important to have close interactions between students and faculty. The students need exposure to laboratory research, and not some boring lab practical that has been worked on a hundred times before. They need the experience of not quite knowing the result until they observe it. Barnard chemistry always has offered individual attention when grappling with a new concept and individual research guidance in the laboratory."
ward-winning author of three widely acclaimed novels, Final Payments, The Company of Women and Man and Angels, and most recently, Temporary Shelter, a collection of short stories, Mary Gordon '71 says: "The experience of working with a mentor at Barnard stands out in my memory as being of inestimable value. To be taken seriously, to have one's progress acknowledged, one's history charted, to work with someone who is a master of what she or he does, is an opportunity too few young people have. And it can make all the difference."

Eminant Award-winning television and film producer/director/writer Linda Yellen '69, who sits on the executive council of the Directors Guild of America, says of her Barnard experience: "College is the time to take chances, both with your creativity and with your life in general. Barnard has always provided the proper setting for such experimentation and growth. When I was there, Professors Kate Millet and Kate Stimpson nurtured my feminist identity. Eminent theologian Theodore Gaster set my world in the context of other civilizations. Professor Barry Ulanov made literature a daily part of my life, and Professor Emeritus Kenneth Janes prepared me for the day to day life of a career in the dramatic arts."

It is this special relationship to a mentor which forms the cornerstone of the new Centennial Scholars Program, allowing the student to structure her independent work, within her major or as a supplementary interest within the context of a full liberal arts curriculum.
THE PROGRAM

The Centennial Scholars Program combines several elements of the Barnard educational experience into a structure that is unique for undergraduates. The Program is comprised of:

- a close, collaborative relationship with faculty mentors
- the Centennial Scholars curriculum, which adds each Scholar's apprenticeship and courses designed especially for her to the full Barnard curriculum (including a wide range of Columbia University courses)
- a stipend of $2500 to support the student's project
- extracurricular activities to enhance the Scholar's experience at the College
To become a Centennial Scholar, a Barnard applicant must demonstrate advanced academic preparation, intellectual self-directedness, and the personal vision necessary for creative scholarship. The high school record, counselors' and teachers' recommendations, scores in standardized tests, the personal statement, and interview are used in determining the presence of these qualities.

Though aimed primarily at incoming freshmen, the Program is also accessible to enrolled freshmen who distinguish themselves during their first year, and, as space is available, to sophomores. Consideration at these later junctures will require nominating statements from faculty members affirming performance of a caliber consistent with the stated criteria.

The maximum number of Centennial Scholars in any single class is fifteen. The Program enrolls between 45 and 60 Scholars in all four classes.
The key component of the Centennial Scholars Program is the collaborative relationship between the Scholar and the mentor. The mentor offers the young Scholar intellectual and creative support and guidance in her independent work, in the spirit of the classical concept of mentor as counselor and guide.

With the assistance of the Program Directors, mentors are selected and recruited by the students at the end of the first year in the Program. They are chosen from the Barnard faculty or the community at large.

The best thing about the Centennial Scholars Program is the extraordinary relationship I have formed with my mentor," says Nancy Appel '88. "Here is a faculty member who has guided me so skillfully that the criticism she offers is never demoralizing, only helpful. Our mentors have taught us how frustrating research can be and also how exhilarating a project can be. My mentor has shared my most exciting moments and has taught me to laugh if I take myself too seriously. Most of all, she will talk to me whenever I need her; I am never alone."
An unusual component of the Centennial Scholars Program is the $2500 stipend awarded to each Scholar. The student, with the approval of her mentor and the Centennial Scholars Committee, may use the stipend in any manner that contributes to furthering or enriching her project. Possible uses include travel, materials and supplies, books, or instruction of a technical nature not available within the traditional liberal arts offering.
entennial Scholars are expected to pursue a full program of study and are responsible for the satisfaction of all degree requirements, some of which may be met before matriculation by appropriate scores in Advanced Placement examinations. A maximum of 18 points of academic work in the Program, typically extending over four or five semesters, will be credited toward the 120 points required for the Barnard degree. It is expected that some of the work within the Program will also serve to meet specific College requirements. The Scholar's project may be related to her major, or may reflect an artistic or scholarly interest that is beyond the purview of the student's other academic work.
In the first Fall semester, the Scholars meet informally for a special orientation and outings to museums and other places of interest.

**Foundation Course “Working With Ideas” (4 points)**
(Spring of Scholar’s first year in Program)

The Program has its academic beginnings in a credit-bearing Spring course to be taken by all Centennial Scholars at the start of their participation in the Program.

The purpose of this course is two-fold: to engage these new Scholars, each with her own defined interests, in a general consideration of the history, structure, and place of scholarship and creative effort in society; and to put the new Scholars into direct contact with the members of the faculty and the Barnard community at large who might appropriately serve as mentors in the Scholars’ subsequent apprenticeships.

His course lays the foundation for the intellectual enterprises to be undertaken by conveying a sense of structure and by considering ways in which Centennial Scholar projects have been conceived and defined with an analysis of their research strategies. The Scholars examine a series of case studies in art, literature, science, politics and history linked by common themes. The course raises questions central to the creative process in order to challenge routine assumptions: “How are questions formulated?”, “How are they answered?” “How does one critically analyze creative work?”

**Centennial Scholars Apprenticeship (8-12 points)**

The Apprenticeship consists of the equivalent of two or three semester-long courses, carrying the credit value of four points each. The “courses” can be taken either serially (e.g., one in each of two or three consecutive semesters) in combination with summer work (normally, but not necessarily, the summer between the sophomore and junior year) or can be scheduled to accommodate travel requirements proposed by the Scholar and approved by the Centennial Scholars Program Committee.
n the first semester of the Apprenticeship, the Scholar and her mentor meet weekly to define the student's area of work with sufficient precision to permit the formulation of a project prospectus, in which a plan for the effective use of subsequent semesters, including summer if desired, is outlined. The plan would cover: a description of any special instruction the Scholar proposed to receive prior to launching out on her own; a plan for the use of the $2500 fund available to support her project; an indication of the degree of collaboration anticipated with mentors, other advisors, or other Scholars; and a general idea as to what form the final project might take. The Scholar then presents a bibliography, a detailed work plan and a calendar. During the second, or second and third semesters, of the Apprenticeship, the project will be carried through to completion and submitted, exhibited, or performed.
he summer between the sophomore and junior years may be used to advance the project, possibly through residence elsewhere if pursuit of studies is not available at Barnard or Columbia. This is an occasion for drawing on the $2500 fund. In some instances, four of the allowable 12 Apprenticeship points of credit may be awarded for summer work.

—Centennial Scholars Symposium
(2 points)
(Fall or Spring following completion of Project)

The Centennial Scholars Symposium meets weekly and includes the Scholars, their mentors, a faculty moderator, and invited members of the larger Barnard community. Each Scholar presents her completed project to this audience of non-specialists. Evaluation will be based on the quality of individual presentation and participation in the critique of the other Scholars' work.

Sumati Murti '90
computers to help quantify data. She is spending her junior year studying in London and collecting data for comparative study of contemporary English and American actors. She has examined the biographies in Playbill and British theatrical programs from 1955 to 1985, focusing on the training and professional credits of a generation of actors. In addition, she is interviewing many actors in both America and England and will analyze data from a questionnaire sent to over one hundred of them. Her mentor is Elizabeth Swain of the Barnard theater department. Anne used part of her stipend to purchase a computer and the appropriate software to process the data.

lizabeth Friedman '88, a graduate of Berkeley High School in Berkeley, California, is a women's studies/political science major. Elisabeth is working with mentors Temma Kaplan of the Barnard Center for Research on Women and Professor Karen Barad of the Physics Department. The preliminary findings of her project, “Using the Philosophical Implications of Quantum Mechanics to Attract Women to Physics,” have been presented at an annual conference, “The Scholar and the Feminist,” held at Barnard.
In addition to the close relationship with faculty mentor(s), Scholars have access to the College’s other support services, including a specially designated advisor in the Dean of Studies Office and the resources of the Career Services Office. These services enable the College to offer individual support, guidance, and assistance.

Periodic review of each Scholar’s academic performance by the Faculty Committee on the Scholars Program ensures continuity of the quality and academic strength of the Program.
EXTRACURRICULAR ACTIVITIES

The Scholars Program includes various extracurricular activities to strengthen the sense of community among Scholars, their mentors, and the larger Barnard community.

Throughout the four years, Scholars participate in outings to museum exhibits, researchers' laboratories, and artists' studios to witness the evolving work of others engaged in individual creative enterprises.

Upperclass Scholars help guide new Scholars and participate in the general planning of the program activities.

SCHOLARS AND THEIR PROJECTS

Barnard's Centennial Scholars represent a multiplicity of interests, which adds to the intellectual excitement of the Program as a whole. Often, despite a strong leaning or talent in a particular area, students are unsure what course their project will take. The evolution of these interests and the definition and exploration of new areas of inquiry are part of the dynamics of the Program.

Anne Ebersman '89, an English major who attended Hunter College High School in New York City, has always been interested in theater. Her project did not begin to take shape until she had taken "Description, Development, and Decision," one of the courses in the Quantitative Reasoning offering. At that time, the former self-described "mathophobe" became fascinated with the ability of...
Elisabeth says: “In my view, the work of the feminist scientists in the areas of history and sociology of science may prove fruitful in helping to bring more women into physics.”

Simone Kahn ’88, from Great Neck, New York, has been working for more than a year on an investigation of the efficacy of enzymes in altering low-density lipoprotein (LDL). LDL is the cholesterol-containing particle which contributes to the formation of plaque on arterial walls, making her work of interest and significance in the prevention or management of atherosclerosis. Thus far, Simone has studied two enzymes which appear to lower LDL levels. A biochemistry major, her mentor is Professor Shelley Weinstock of the chemistry department.

Hannah Betensky ’89, from Deerfield, Illinois, also a biochemistry major working with Professor Weinstock, is studying the effects of perfluorocarbon emulsions, or artificial blood, on Kupffer cells in the liver. Artificial blood may in time be useful in transfusions or in the treatment of ischemic heart disease and cancer.

Rachel Friedman ’89, an ancient studies major from New York City, is returning to Israel to participate in an archaeological dig in the Galilee. Already proficient in Hebrew, she is studying ancient Greek and Latin as well as ancient Jewish historiography.

Stephanie Thomas ’88, a graduate of the Brearley School in New York City, also used her stipend to travel. An Oriental studies major whose particular focus is Turkey, Stephanie prepared for her semester abroad by studying Turkish at Columbia. She attended Bosphorus University in Istanbul where, in addition to taking courses in language and history, she did a number of pen and ink drawings of street scenes. These drawings will be incorporated into her project which is an illustrated collection of short stories set in Turkey.
Michelle Brody ’88, from Merrick, New York, is a biology major whose project is entitled “The Mechanism of Action of Neural Transplant Restoration of Circadian Rhythmicity: Neuronal or Hormonal?” Michelle is investigating whether bodily cycles based on day/night “body clocks” are controlled by hormonal activity or by a location in the brain. Michelle’s mentor is Professor Rae Silver in the psychology department.

Nancy Appel ’88, a history major from Potomac, Maryland, is using original documents and records to re-examine the trial of Leon Czolgosz, the assassin of President William McKinley. Nancy, who is working with Professor Rosalind Rosenberg, chairman of the Barnard history department, believes that historians are “real life detectives,” and she is determined to demonstrate that “the best detectives prove that a crime is not always as simple as it seems.” Nancy has used part of her stipend to acquire original transcripts of the Czolgosz trial.
atti Gulbis '88, of Reston, Virginia, had already taken undergraduate courses in biological psychology, a graduate course in physiology, as well as an honors independent study course in neurobiology at the University of Maryland before entering Barnard. In addition to her plans to do further research in neurobiology, Patti took courses in anthropology, psychology, and sociology. Patti is doing extended play therapy with a two-year-old boy in a clinic for disturbed infants and toddlers at Mt. Sinai Hospital in New York City. She has used part of her stipend for video equipment to record the progress of the therapy sessions and supervisory conferences. Professor Lila Braine of the Barnard psychology department along with a psychotherapist at the hospital are her mentors.

Beth Leedham '88 from Danville, California, is an English major whose mentor is Professor Tracy Revenson of the psychology department. Beth has chosen to use her project as an opportunity to examine an area of interest outside her major. Her project, “Illness as a Metaphor: The Influence of the Media on Attitudes Towards Herpes,” analyzes the impact of the media on attitudes towards a disease, causing a patient to experience increased psychological distress, and creating the stigma associated with particular diseases.
Joanne Mariner '88 from the Fountain Valley School in Colorado Springs, Colorado, used her stipend to go to India, where she traveled widely, photographing the country and its people. Her completed project will be presented in the form of a photo exhibition. Joanne is majoring in political science.

Julie Carr '88, an English major from Brookline, Massachusetts with a serious commitment to dance, has used part of her stipend to take choreography and dance classes at the American Dance Festival in Durham, North Carolina. Her final project will culminate in a special dance performance with accompanying text.
COMMITTEE ON THE CENTENNIAL SCHOLARS PROGRAM

Serge Gavronsky, Professor of French
Holland Hendrix, Assistant Professor of Religion
Hide Ishiguro, Professor of Philosophy
Leslie Lessinger, Associate Professor of Chemistry
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Barbara Stoler Miller, Samuel R. Milbank Professor of Oriental Studies (Co-Director)
Richard Pious, Professor of Political Science
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Stanzas from La Grande Chartreuse, 1855.