

The College News

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Weekend Round Table Discusses Foreign Schools

Professors Consider Need of Student Supervision

The last of the events of Alumnae Weekend was the round table on Sunday afternoon, with Helen Hill Miller as moderator. Mrs. Marshall, Miss Mellink, Dr. Dulles, Dr. Cam, Mlle. Bree and Miss Avitabile commented on several aspects of education here and abroad, with reference to Miss McBride's speech of a few minutes before.

Mrs. Miller wondered whether the best qualities of a student would be brought out by the personal guidance of a system like Bryn Mawr's, or whether the best results came if the university supplied only the professors and examinations.

Dr. Dulles felt that setting an arbitrary age for suddenly freeing a student from home control might have a physiological and psychological catch, for different students mature at different rates.

Here Miss Avitabile suggested that it is often misleading to say the European student has no guide. Often he lives at home and commutes or stays with relatives, rather than starving alone in a garret.

"Yes," said Mlle. Bree, "but in Paris, a student is more on his own." However, because of the Lycee, the entering university student is comparable to the American junior. A student who can't manage is sent home. "Possibly undergraduate advising is needed," she said, "but this is furnished by the recently instituted preparatory year."

"Dutch students would try to

Avitabile Traces Italian Student's Scholastic Career

On Saturday, November 3, Grazia Avitabile, professor of Italian and French at Wheaton College, gave the opening talk in a series of Continental Comparisons in the field of education. "Every Italian dreams of educating a child of his to be a doctor or a teacher". Higher education in Italy, however, is very selective, and although the same educational opportunities are open to both sexes, sons rather than daughters usually receive university training. A degree is necessary for a business career in Italy, as well as for one in a profession or in public service. Although it is difficult to make a parallel between our educational systems, the doctorates given by Italian universities correspond approximately with the M. A. degree given by American colleges.

Italy, Professor Avitabile continued, is "a land of contrasts". In the field of education, the gulf is wide; on the one hand, there

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Dr. Dulles and Dr. Cam

Cam Depicts British School Revision; Dulles Pictures Systems in Germany And Austria Scarred by War, Nazism

"The educational picture in Germany and Austria is grim in the extreme", stated Eleanor Dulles to the alumnae, speaking on the panel Continental Comparisons in education. The "heartland of Central Europe, Germany and Austria can be analyzed in many different lights, depending on what you're looking for", she continued, and she chose as her topic three aspects of education: scholarship, techniques, and ideals and ends. The situation in Germany as she saw it in 1945-46, and which has only superficially changed since then, was influenced by three elements: the physical condition of the people, the result of the Nazi government, and the effect of the occupation. Dr. Dulles analyzed these factors and went on to give her prognosis of the future position of education in these countries.

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Mellink Compares American & Dutch Courses of Study

The third speaker on the Alumnae Weekend program was Miss Machteld Mellink, who spoke on "The Dutch Way" of education. She emphasized the high school and university levels of education since the elementary level in Holland is not much different from other countries, and is not a problem.

The word "college" is very difficult to translate into Dutch, said Miss Mellink, since the divisions between secondary schools and colleges are so different from the American divisions. Only at the M. A. or Ph. D. levels do the two educations catch up with each other.

The high schools in the Netherlands take for granted that a classical education is necessary for every student. Therefore, the system is very strict. It has an extremely crowded program of liberal education with a few elective courses for the students. Half of the curriculum is concerned with the classics. The rest includes science languages, and other studies in liberal arts. Despite the academic strictness in the secondary schools, the time for extra-curricular activities is not so limited as one

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Dr. Helen M. Cam as the first speaker on Sunday morning of Alumnae Weekend, discussed the topic "Education under the Labour Government in England." The history of education in England has been one of "bits and pieces" since Augustine, the first Christian missionary, arrived there in 597 A. D. It has been an amateur and a private story, for not until the

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Miss Bree Avers French Scholastic Life Independent

The last speaker on the Saturday session of Alumnae Weekend was Miss Germaine Bree, who spoke on "French Education". Miss Bree began her talk by giving an outline of the growth of the French educational system. The universities first were church institutions which developed deep traditions. By the time of the Renaissance, new and independent institutions were growing and flourishing as well as the old universities. During the revolution, the universities were at first suppressed. Later, however, they were reopened and they taught the ideals of the revolution. Na-

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CALENDAR

- Wednesday, November 7
7:15 p.m. Marriage lecture, Common Room.
7:15 p.m. Freshman Self-Gov examination, Rooms F and G.
- Thursday, November 8
8:30 p.m. AA Council, UG Room.
8:30 p.m. Philosophy Club, in the Common Room. Dr. Frank Parker of Haverford will speak.
- Friday, November 9
4:15 p.m. Art discussion, Common Room.
8:30 p.m. Maids and Porters party, Maids' Bureau.
- Saturday, November 10
Hockey Weekend in honor of Miss Applebee and the 50th year of hockey in the US.
2-5:00 p.m. Hockey matches.
6:30 p.m. Supper, Deanery. Dedication of the Scull property

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McBride Explains Europe's Differing Educational Views

Miss McBride opened the Sunday afternoon discussion of the Alumnae Association's weekend on Continental Comparisons with a talk that, as she said, brought together some of the points that the six papers on Saturday had already brought out. She discussed three main themes: the relation of the student and professor, the relation of the student to the university, and the issue of freedom of speech. Her aim was to show briefly where American colleges, especially Bryn Mawr, stood on these issues.

On the question of student-professor relationship, Miss McBride presented three possible alternatives: a) the professor teaches his subject, b) the professor teaches his subject and is also aware that he is teaching students so that he is practically guided by their interests, and c) the professor starts

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Marshall Reveals Politics Influence Spanish Education

Mrs. Dorothy N. Marshall, dean of Bryn Mawr, addressed the Alumnae Association in the Music Room at 2:30 on November 3. Her topic was "An American Sees Spanish Education." Mrs. Marshall stated that education is the "grassroots" of the political situation, and proceeded to relate the effects of recent political development on the school system in Spain.

The last Spanish republic existed from 1930 to 1936. The chaotic period saw three governments of divergent opinion, and it is amazing that anything was accomplished in the field of education.

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Unveiling of Carey Thomas Portrait Highlights Alumnae Weekend Program

The unveiling of the M. Carey Thomas portrait, a high point in this Alumnae Weekend, took place Saturday night at eight o'clock in the Dorothy Vernon room of the Deanery. Jane Bell Yeatman Savage, president of the Alumnae Association, opened the ceremonies by thanking all those who had made the occasion possible, and introduced Miss Adelaide Neall.

Miss Neall spoke of the present occasion as another proof that at Bryn Mawr dreams may become realities. She said that due to the generosity of Caroline Slade, beloved alumna whose last wish made this action possible, the Alumnae Association was able to honor the woman who above all deserves the honor here at Bryn Mawr. Miss Neall described the chosen photograph from which Mr. Frank Bensing created the portrait of M. Carey Thomas showing the great force and promise of her youth.

She and Mrs. Savage then lifted the brocade curtain and presented to the Alumnae Association a portrait of young Carey Thomas in

Dr. C. Van Niel Delivers Second Science Lecture

Crenshaw Speaker Tells 'Photosynthesis' Aspects

Dr. Cornelius B. Van Niel, Herstein professor of Microbiology at Stanford University, was the second speaker to be presented in the Crenshaw lecture series. Dr. Van Niel, who received his degree in Chemical Engineering and his D. Sc. from the Technical University at Delft, Netherlands, spoke on Monday, November 5 at 8:30 p.m. in Goodhart; his topic was "Some Aspects of Photosynthesis".

Dr. Van Niel began by saying that life represents an extremely complex state of matter which requires a continuous inflow of energy. The human body is composed of individual cells which obtain their energy by the combustion of various foodstuffs, as do those of all forms of animal life. The question is, where does that food come from?

In the early 11th century, scientists recognized a cycle of creation of matter in which plants produce organic matter and oxygen which is consumed by animals, and the animals in turn produce minerals which are then used to create more plants. In order to produce this organic matter, the plants require energy; this they obtain from light, and "with the absorption of light, plants convert carbon dioxide and water into organic substances and oxygen".

Dr. Van Niel then compared this process to a game of billiards. The cue striking the cue ball is the equivalent of the plant's capture

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profile, looking forward into the future with determination and confidence.

Helen Taft Manning addressed the alumnae, giving reminiscences of earlier days with Carey Thomas. She described the portrait as that of the years before Bryn Mawr, perhaps a likeness of the time when Miss Thomas and Miss Gwinn wandered through Europe from Rome to Edinburgh. Perhaps she looked as thus when she appeared in evening gown and long gloves for her doctorate examination at Zurich.

Mrs. Manning, speaking of M. Carey Thomas' passionate sense of beauty, said that the plan of the campus alone is a monument to her aesthetic sense, from the cloistered peace created by Pembroke and Rockefeller sheltering the central campus to the northwest view of the open valley.

Her proportion and sense of beauty is also shown in the Deanery which she always thought to build into a house of gracious living. I hope, said Mrs. Manning that with this portrait

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ICG Group Hears Henry Ellis Speak

"We don't preach; we don't teach; we create the atmosphere in which to study politics". Mr. Henry Ellis, Penn student and Regional Director of Southeast Pennsylvania, gave this slogan as a conclusion to his remarks made at a tea held Tuesday, October 31 in the Common Room.

The Bryn Mawr I. C. G. club was host to a group from five colleges that is working with the Inter-collegiate Conference on Government. It is interested in participating in the Harrisburg Convention and local political affairs. Jane Caster introduced Mr. Ellis who outlined the structure of I. C. G., which has six regions in the state with general headquarters in Harrisburg. The convention to be held this year is a model political convention patterned after an actual party convention. In contrast, last year's meeting followed the plan of a model congress where practical politics in action were observed.

In the regions of Pennsylvania, every active club can have unlimited membership but only twenty-five are eligible to vote in Harrisburg conventions. A briefing convention of just the region members is held preliminary to the State conventions.

Following Mr. Ellis, Bushka Zabko and Jane Caster explained the practices of the A. D. A. and poll-watching groups with which Bryn Mawr girls have worked. Bo offered her impressions as those of a foreign student looking at the American government in action and seeing the supposedly non-partisan A. D. A. buying votes for the Democratic party. Student volunteers work with the Committee of Seventy and the police in the poll-watching, guarding against illegal procedure at the polls.

The final comments were made

Pres. McBride Analyzes Three Major Problems Relevant to American and European Universities

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with the student's interests and through them leads toward the subject. Bryn Mawr stands on the second principle because it is not only the most effective method, but also the most honest. She does not believe that the students are babied by this plan. It also avoids what is sometimes called "the rigid academic routine of the little Ph.D. factory".

The second point, the relation of the student to the university, Miss McBride also divided into three different phases. She cited the case of the university providing only professors, of the university that provides housing and limits for student conduct and activity as well as professors, and finally she mentioned the position of the institution—and this is the position of Bryn Mawr—that supplies its students not only with professors and examinations but also with consultants and services which may be valuable in the student's development. It also encourages thereby the development of the community in which the college may take part. There are several reasons for Bryn Mawr's choice of the third alternative: it is effective, it saves waste of student time, and it typifies the concept of college education not only as a means of intellectual growth but as a way to further the student's

Students Briefed On Poll-Watching

A group of politics students, accompanied by Miss Gertrude C. K. Leighton, were briefed for poll-watching in the Philadelphia city election on November 6. They received their instructions at the offices of the Committee of Seventy in Philadelphia, Wednesday afternoon, October 31.

At this meeting, a committee member, Mr. Butcher, demonstrated the use of the voting machine, and Mr. Robert Cooper, another member of the Committee of Seventy, explained what their work would entail on Tuesday. He told the girls to look for bribery, intimidation of voters, and illegal assistance at the polls. Special emphasis was placed on illegal assistance. Evidently it occurs quite often, when voters are hesitant in making their decisions, that a politician walks into the enclosure and offers to "help".

The girls were stationed in pairs, at polling places all over the city of Philadelphia Tuesday.

by Rae Warner who explained the series of five lectures now in progress at Villanova. Last week's speaker in this series was Elizabeth Bentley, a Communist for ten years in the U. S. Miss Bentley pointed out that one can be drawn into the Communist party to such an extent that it takes years to get over the effects. It took her at least a year to get out and readjusted after her decision. Next week's speaker is the author of *I Was A-Bombed*, the priest who survived the episode at Hiroshima.

Rosemont, Penn, Haverford, Beaver and Bryn Mawr were the five colleges represented at this the first I. C. G. meeting of the five college groups. Its purpose is to strengthen the voting and representation of this region in Harrisburg.

development as a citizen by maturing him to be more able to handle himself socially, financially and in regards to people, responsibility, and his own health. The problem lies in the question: what constitutes the favorable surroundings to produce this state?

Bryn Mawr believes in "advice not direction" of the student while other colleges may differ in the emphasis they give to this matter. The American and European ways of life differ here; generally the European child suddenly switches from absolute control by the family to no control at all, while the American parents exercise a more subtle control gradually leading to full independence and responsibility.

Miss McBride's final point concerned freedom of speech. The ideal is fairly definite but the difference comes in the criteria inspiring and maintaining that ideal. A Bryn Mawr professor can say what he thinks both in and out of class, and is expected to be responsible not only in forming, but also in presenting his views. Miss McBride firmly believes that various types of institutions provide a variety of ways to preserve free speech—institutions such as colleges, the state, private groups, and the church. She thinks we cannot let this ideal relax in our own universities and colleges, and especially not at Bryn Mawr since we are potentially the leaders of the country and perhaps even of the world.

Cowles' Paintings Displayed in Phila.

Especially contributed by Elspeth-Anne Winton, '52

The most outstanding feature of the Russell Cowles exhibit at the Art Alliance in Philadelphia is the wide scope in both subject matter and technique. He has said of his work, "I like to paint everything. I want to take the whole field of life". This he achieves by painting the spiritual as well as the actual world. Whatever your taste in art might be, there is probably something among these paintings which would appeal to you.

In technique, Cowles shows an understanding of earlier masters as well as an affinity for the great painters of today. His still-lives are patternistic, combining the compositional qualities of earlier periods by the use of colour with the more modern cubist forms. His solution of the problem of vitality in inanimate objects is a happy one, since through his carefully manipulated brush and sometimes palette strokes, he imparts suppleness and grace.

All his work shows a predominant sense of design which is attained by the actual composition as well as the colour. *Blue Jays* is a symphony in blue much in the manner of Whistler with a strong oriental flavor. The design is carefully handled in order to achieve a variety of interesting and pleasing shapes; and the actual birds, due to the restrained modelling, are well integrated into the surface pattern. Gradually in this work, which summarizes in many

Wheaton Professor Discusses Italian Education In First Talk of Continental Comparison Series

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have been such great figures as Dante and Marconi, and on the other, the illiterate and superstitious masses. To give an example of peasant life in Italian villages and to illustrate how far it is removed from intellectual life, she read a description of a peasant house. It consisted of one room with a stove in one corner and an immense bed in the other. The whole family slept in this one bed, except for infants who were not yet weaned. These latter were suspended in hanging cradles over the bed, while chickens and other animals lived under the bed. To complete the scene, there usually were two pictures hanging over the bed; on one side, there was a rather stern madonna and on the other, the picture of a benevolent Roosevelt. Occasionally, the two were united into a sort of modern-day trinity by the presence, in between, of an American dollar bill.

Under the Italian Constitution of 1947, education is free and compulsory for eight years. Gifted youngsters have the right, however, to higher education. Although progress has been steady and the number of students increasing every year, Italy is still suffering from the destruction of schools, universities, and libraries during the last war. Some schools, indeed, are still being used to house displaced persons. Education in Italy is directed and partly financed by the state.

Miss Avitabile then proceeded to follow a student throughout his scholastic career. First, the student goes to a grammar school composed entirely of boys or of girls for five years; then he enters

Henry Fund Grants Oxford Fellowships

The offer of four Henry Fellowships for Americans to study at Oxford and Cambridge Universities in England during 1952-1953 is announced by the American Trustees of the Charles and Julia Henry Fund.

Four American students, either men or women, will be selected for the Fellowships, which provide a grant of 650 pounds to each Fellow selected. The Trustees will welcome applications from qualified students in all parts of the United States.

Recent college graduates and students who will be graduating from American colleges in the spring of 1952 are eligible to apply for the awards.

Applications for the Fellowships must be submitted on or before January 15, 1952, to the Office of the Secretary of Yale University or to the Secretary to the Corporation of Harvard University.

American Trustees of the Henry Fund are President James B. Conant, Dean Wilbur J. Bender and Mr. David W. Bailey of Harvard University and President A. Whitney Griswold, Dean William C. DeVane and Mr. Carl A. Lohmann of Yale University.

respects the totality of the exhibit. The actual shapes take on a three dimensional character which adds to the interest.

The bulk of Cowles' work is done in a modified cubist tradition. His paintings are varied and display a developed understanding of values. The exhibit is not extreme, and therefore can have a wider range of appeal to a lay public.

junior high school which is coeducational. After three years there, he has five more years of senior high school. Up to this point, the curriculum is fixed and there is no choice, except in foreign languages. Then, in order to graduate, the student must pass a state exam, both written and oral, given by a professor "imported" from another town. "Mortality", as they say in Italy, is high in all exams, but especially in those at the end of high school.

At a university, the student chooses a field of concentration; here he has some required courses as well as some electives. Depending on his field of specialization, it takes four to six years to get a degree. Written and oral exams, plus a dissertation in front of eleven professors, complete the course. College life as we know it here at Bryn Mawr does not exist; there are practically no extra-curricular activities and little contact between professor and student outside of the classroom.

The Italian Constitution provides for freedom of thought, religion, and the press. The Catholic Church, however, holds a privileged position as the state religion. Under the Lateran Treaty of 1928, anti-Catholic propaganda is forbidden. Also Catholicism is taught in the schools. Freedom of thought is upheld, however. Professors are chosen by competitive exams; salaries are low, about one hundred dollars a month. Although there are few, women are accepted as university professors. A profession is not easy for an Italian woman; traditionally, she is dedicated to the home and family. There are women physicians, however, Professor Avitabile added. She concluded her talk by asserting that education is not static in modern Italy and the Italian is constantly trying to improve it.

Dr. Cam Probes English National School System

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nineteenth century did the government become concerned. In 1870 the state provided finances for elementary schooling, which was shortly followed by the introduction of the compulsory education doctrine.

In 1944 came the first attempt to look at education on a national basis. Richard A. Butler, a conservative and presently Churchill's chancellor of the exchequer, was responsible for the drafting of a comprehensive education act. This means that it carries no stigma of socialism. How far this plan has been realized has been due more to external conditions than to the policy of the Labour government. External obstacles are primarily 1) limited finances, 2) adverse parental attitude, and 3) limited ability on the part of the child.

The act represents an attempt to combine two traditions, that of selecting the gifted and training them to the highest degree, and that of more democratically offering equal educational opportunities for all.

In practice, under the laws of the Education Act every private school, of which there are a large number, must be inspected and registered. They are subject to the jurisdiction of the Minister of Education, just as the public schools are, and often receive financial aid. The Minister of Education does not play as direct a role in the system as he does in France. Authority is more active on a local scale and it is the responsibility of the local official to see that there are enough schools in the area to provide sufficient facilities for every age and every ability. Responsibility is also placed upon the parent for sending his child to a school which most fully measures up to the child's abilities.

Religious education is an inherent part of the act. It represents a working compromise between previously embattled religious sects. The school day begins with collective worship and religious instruction of a non-denominational, non-sectarian kind. Denominational schools still exist for those who desire that type of education.

The United Service Fund at present totals \$4,175.95. About 78 percent of the student body has contributed. Although this amount is larger than last year's \$3,681.50, so is the college, so that perfect cooperation with each student giving \$10 would mean a \$6000 total. Students who still want to hand in pledge cards should give them to Lita Hahn, Rhoads.

The primary schools, financed by the state, are for children up to eleven years of age. After eleven there is a threefold division into grammar school, for those interested in books; technical school, for those interested in things; and modern school, for those interested in people, public life and service. Psychological factors have worked to make the former more socially desirable and the latter least desirable, which is one of the difficulties with this system. The other problem is to prevent the system from becoming too rigid.

A provision of the Act of 1944 is that educational facilities must be provided for every citizen through his eighteenth year. Village colleges, which are being built, are an important way of providing these courses. Voluntary adult education is being provided by extra-mural college classes. Six residential colleges, where train-

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Students Planning To Study Abroad Meet Next Week

by Paula Strawhecker, '52
The qualifications for spending junior year in France, through the Sweet Briar program, are not as complicated and stringent as might be imagined. The Bryn Mawr French department requires its majors to have had a minimum of two years of high school and two years of college French, and that grade averages be in a healthy, but not necessarily spectacular, condition.

And, contrary to popular belief, it is not only French majors who may apply. Sophomores with a knowledge of French who are majoring in history, art, politics, philosophy and several other fields are also eligible. Here the requirements vary with each department.

No matter what her major, however, it is strongly advised that any student wishing to go abroad fulfill by the end of her sophomore year the second college language requirement and also the philosophy requirement. Those of us in last year's group who had not done so heartily endorse this advice. The philosophy course is almost a pre-requisite for many of the literature courses offered abroad and to be without the general knowledge that it affords is often a tremendous disadvantage. Fulfillment of the second language requirement not only leaves one free to take more of the courses which are available only in Paris, but also obviates the disturbing alternative of learning one foreign language through the medium of another.

There are various scholarships available for the academic year abroad. Many, but not all, Bryn Mawr scholarships are transferable to the Junior year, depending on the conditions of the gift. There are also several scholarships offered by Sweet Briar, in amounts which fluctuate from year to year.

On Wednesday, November 14th at 4:30 p.m., there will be a meeting in Wyndham for all those interested in the Sweet Briar Junior Year in France. At this time Miss Gilman and students who were abroad last year will answer questions about the plan.

This coming Thursday evening at 8:30 p.m. in the Common Room, Dr. Frank Parker of the Philosophy department of Haverford College will be the guest of the combined Philosophy Clubs of Bryn Mawr and Haverford. He has decided to speak on "Epistemological Protocols."

Applebee Fights Opposition to NEWS; Sees Need of Newspaper at Bryn Mawr

by Patricia Murray, '52
"Yes, the NEWS was Miss Applebee's baby," agreed Mrs. Benjamin Franklin III (Adrienne Kenyon, '15) and Mrs. Welsh (Helen Kirk, '14) when they were asked how the COLLEGE NEWS began.

"It all happened in the spring of 1914, and the first issue came out the following fall." Mrs. Franklin began. Miss Applebee was teaching physical education at Bryn Mawr. She saw the need of a newspaper in the growing college. We wanted a chance to do journalistic writing in a paper which would bring together college affairs, both those of students and of alumnae. She knew Isabel Foster, the first Managing Editor, and knew her intense interest in journalism. She felt our ambition and made the

Dr. C. Van Neil Reviews Photosynthesis Aspects

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of solar energy, the first reaction of photosynthesis. Light is the impetus which starts the ball rolling, and the successive "dark reactions" are similar to the movements of the other balls which are hit by the cue ball. The initial reaction takes only about one millionth of a second, while the others last from about one hundredth of a second to a whole second.

It has been discovered that green plants containing chlorophyll are not the only organisms capable of bringing about the miracle of photosynthesis. Certain bacteria containing green, brown, and purple enzymes can also manufacture organic matter out of carbon dioxide when illuminated. But these bacteria are completely different from the green plants in that plants produce oxygen while the bacteria do not, and the bacteria depend on hydrogen sulfide, H₂S, to complete the photosynthetic reaction instead of water, H₂O. Therefore, a general equation for the process of photosynthesis could be written CO₂ plus H₂A yields O₂ plus A—representing the assimilation of carbon dioxide with the aid of a compound of hydrogen and a variant to produce oxygen and the variant. Photosynthesis is thus the reduction of CO₂ by the hydrogen from H₂A. In this reaction, enzymes act as "middle men", carrying the hydrogen molecules H₂A to molecule B. In other words, H₂A minus 2H molecules yields H₂B plus A.

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Club Formulates Spanish Program

At a cider and doughnut tea in the Common Room on Monday, Judy Silman, president of the Spanish Club, outlined the plans for the club's activities for the year. In addition to the usual Christmas activities, Spanish lectures, and Arts Night presentation, there will be regular Wednesday night "Tertulias" (informal coffee talks) in the Denbigh warden's room. These gatherings, from 7:00 to 7:30, are open to all interested in Spanish and will be the main activity of Spanish club members. Members are also invited to Thursday evening open houses of the Haverford Spanish Club at Haverford's Spanish House. Transportation is provided and refreshments are served. The Spanish Club, although one of the smaller language clubs on campus, promises to be an active organization this year.

cause her own."
"Miss Applebee could not have treated our lives and our affairs with more intense sympathy if she had been a student herself," continued Mrs. Franklin. "The idea of a paper met a great deal of opposition at first. We would have given up if it had not been for Miss Applebee. Miss Thomas said the college was too small to need a newspaper or to pay for one—but she gave in to Miss Applebee, who she said would go ahead anyway."
"The English department disapproved too," added Mrs. Welsh. "They didn't like these literary efforts coming from the gymnasium. The only other periodical on campus was the Lantern, which was purely literary."
"We had our headquarters in
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LAST NIGHTERS

Drama Quartet Reads Shaw's Dream Sequence

Especially contributed by Caroline Smith, '52

The presentation this year throughout the country of *Don Juan in Hell*, a dream sequence in the third act of George Bernard Shaw's *Man and Superman*, is an exciting theatre event; four actors have formed the First Drama Quartette to give a "dramatic reading" of Shaw's seldom performed debate. Philadelphia audiences saw the production October 26 and 27 at the Academy of Music.

Charles Boyer, Charles Laughton, Sir Cedric Hardwicke and Agnes Moorehead walk out upon the stage in formal dress, each with a great green book. To four microphones and four high stools they walk and place the scripts on reading racks in front of their stools. The dramatic reading of *Don Juan in Hell* begins.
Charles Laughton explains by way of prologue that Don Juan is the lover who loved many and left them; that a young lady, Donna Anna, to whom he was making love screamed at his approaches. Her father, the Commander, appeared and was slain in a duel with Don Juan. A statue of the Commander was erected, and Don Juan in jest invited him to dinner; to his surprise the statue accepted. Thus the duelists became friends. The debate begins many years later after Don Juan has been in Hell long enough to be bored with it, although he enjoys conversation with the Commander, who belongs in Heaven. Donna Anna speaks the first words as she enters Hell upon her death at the age of seventy-seven.

The subject of the debate can hardly be caught up in one phrase, for Shaw runs the gamut of his philosophy: religion, politics, women—all the queries of flesh and spirit. The framework is the difference between heaven and hell, which seems to be in point of view. Since this debate is an episode from *Man and Superman*, one is not surprised that the eternal woman is often the point about which the conversation turns and that she has the last word.

The "dramatic reading", a new theatrical technique is thoroughly successful in creating a mood of interest and sympathy between actor and audience. Though it is called dramatic reading, the stress is completely on the dramatic, for the actors seem never to use their scripts. There is truly fine and sincere acting from all four members of the group in word and gesture rather than in motion. Mr. Boyer—the longest speeches are his—stirs the audience with his passionate outburst and his splendid fury as Don Juan. Charles Laughton lends his sense of humor to his interpretation of the devil; Sir Cecil as the Commander is the Englishman as he appears in any world, this or the next; Miss Moorehead is the very idea of woman, of Shaw's eternal woman. Shaw's stage directions are read aloud by Laughton and Hardwicke. They are beautiful in themselves, as Mr. Laughton said, and a worthy part of the production.

Don Juan in Hell is real theatre art, a performance of careful craftsmanship and intense inspiration by four outstanding actors. It should capture the praise of all its audiences, and perhaps, as Mr. Laughton added at the close of the "reading", those who came only to see the actors will go home to read Shaw.

An Officer of WSSF Discusses Projects

On Tuesday, October 30, the International Relations Club held a meeting to find out about the World Students' Service Fund to which twenty-five per cent of the money from the USF is to be given.

Mrs. Emlen, the regional officer of the New York and Middle Atlantic district of WSSF spoke to the group about what the WSSF, the American branch of the World University Service is doing in other colleges and all over the world. There are 800 colleges in the United States in WSSF and colleges in thirty-two countries are members of WUS.

The main jobs that WUS does are relief work and intercollegiate conferences and seminars. Since the conferences are pretty well impossible between American and foreign colleges, relief work is what WSSF emphasizes most. The specific project which has had the best results in American colleges, continued Mrs. Emlen, is having affiliations with one certain college in a needy district. These affiliations have ranged from just letter exchanges to exchanges in all student activities (such as newspaper articles) to even exchanges of students and professors.

Much could be done at Bryn Mawr to set up a two-way relationship with a needy foreign college. Everyone on "the other side" is very eager to establish contacts in the United States and the college level is a very good place for
Continued on Page 6, Col. 2

Class To Discuss Changes in USSR

A Russian study group of faculty and students of Bryn Mawr, Haverford and Swarthmore Colleges, to be led by visiting specialists, will be held this year, as part of the Russian program of the three colleges under a grant from the Carnegie Corporation. The central theme of the series will be "Continuity and Change in Russian Life." Political, economic and social conditions, and, if time permits, religion and literature, will be examined in the light of several questions:

- 1) How the heritage from the Russian past has influenced present attitudes and institutions;
- 2) Which features of Soviet life appear stable, and which rapidly changing;
- 3) What prospects may exist for the emergencies of attitudes and policies permitting cooperation with the West.

Continued on Page 6, Col. 1

Rare Book Room Displays Portraits, Manuscript Letters of Henry James

An unusual series of pictures, manuscript letters, and first editions of the nineteenth century author, Henry James, are being exhibited now in the Rare Book Room. This exhibit has been lent through the generosity of Mrs. George Vaux, the niece of Henry James and a neighbor of the College, and Mr. Donald Brien, the owner of a celebrated collection of Jamesiana, at a time when a study of Henry James is particularly useful in evaluating and criticizing the trends of modern literature. Known mockingly as "a stylist pure", James was ever experimenting in his writing—estimating, studying, and changing his style as new ideas and methods of expression came into use.

This same qualification of mind,

Alumnae, Friends Gather To Honor Miss C.K. Applebee

On November 10, Bryn Mawr will celebrate Miss Constance M. K. Applebee's fiftieth anniversary in the United States and her introduction of field hockey in this country.

Miss Applebee came from England in 1901 to demonstrate field hockey at Bryn Mawr, Wellesley, Smith, Vassar, and Mount Holyoke, and for twenty-six years was the Director of Physical Education at Bryn Mawr. In these fifty years she has been a warm friend of many students as well as a guiding light to all those interested in hockey.

Bryn Mawr alumnae, students, and friends have now found two opportunities to honor her, first, by the buying of the Scull property, which will be given to the college in honor of Miss Applebee and her close friend and assistant for many years, the late Miss Mary Warren Taylor, and second by the weekend of hockey when Miss Applebee will be guest of honor at dinner when the college is presented with the Scull property.

The acquisition of the Scull property has many important advantages for the college. For the Physical Education Department there will be room for much-needed playing fields—the first new ones in many years; for the Athletic Association there is a barn which will be converted into a field house.

The Department of Education will now have adequate room to establish a nursery school, financed by the Phoebe Anna Thorne Fund. This is the Child Study Institute, which works in conjunction with the Lower Merion Township Schools. It will have satisfactory space for the study of the two hundred or more children referred to them yearly. For some faculty member there will be a new house.

The Hockey Weekend in honor of Miss Applebee will start on Saturday, November 10 at 12:30 with a picnic lunch in the gym for all those playing hockey, officials, and the weekend committee. Representatives from three of the colleges where Miss Applebee taught are coming for the weekend to participate in the celebration.

From two till five o'clock that afternoon there will be round-robin hockey between Vassar, Wellesley, Mount Holyoke, Bryn Mawr, and Bryn Mawr alumnae teams. The games are not to be played with the idea of competitive hockey between teams, but
Continued on Page 7, Col. 3

The collection includes portraits of James from the age of eleven to his older years. A remarkable group of photographs shows Lamb House, James's home in Susser, England, as it was when he lived there during his "major phase", the last twenty years of his life. First editions of the three great books of this phase, *The Ambassa-*
Continued on Page 5, Col. 2

THE COLLEGE NEWS

FOUNDED IN 1914

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The News and Miss Applebee

The News has printed an eight-page edition this week for two reasons. First, a most successful Alumnae Weekend deserved detailed accounts of the speeches given, which presented aspects of education abroad, and had as its guests such outstanding women as Helen M. Cam and Eleanor Dulles. Secondly, the weekend to come marks the official presentation of the Scull property to the College in honor of Miss Constance M. K. Applebee.

The current college generation, except for a few students who have attended her hockey camp in summer, has unfortunately not had the privilege of knowing Miss Applebee and of working with her. In the summer of 1901—exactly fifty years ago—she coached the first person ever to play hockey in the United States. In the fall of 1914, with Miss Applebee as its guiding spirit, the first issue of the News appeared. Next weekend, the College is honoring Miss Applebee in the dedication of the Scull property, and in the celebration of the fiftieth year of hockey in the United States. In conjunction, the News would like to point out that it has now entered its thirty-seventh year of publication.

The News also wishes to pay tribute to Miss Applebee for the help she gave in its younger days. That help has cemented the News as a campus organization and presented it with aims which have not been forgotten over the years.

Miss Applebee insisted on teamwork in whatever activity a student undertook; she believed in the individual's responsibility to something greater and more important than herself. In this spirit the News was founded to perform its particular duty to the college community. In this spirit also Miss Applebee brought forth the Christian Association, with its aim of generous help to those who badly need it. This is the aim of the present League, the Christian Association's successor. Miss Applebee may also be credited with the success of the finest Big Mayday Bryn Mawr has seen; she arranged the folk dances and enlivened the ceremony by costuming the dancers in authentic English dress.

Miss Applebee was in charge of all physical education, from 1902 until 1928, but it must be stressed that her influence was by no means limited to that sphere of campus life. Her influence upon the students, individually and collectively, has been described as second only to that of Miss Thomas.

For all that she contributed to the physical education department, the League, and the News—and to the College as a whole—we would like to honor her with this issue of the News.

Round Table Raises Issue of Government Help To Private Institutions; Freedom Not Impaired

Continued from Page 1

find a garret", Miss Mellink stated, "for the ideal is to be independent after eighteen". The university knows this, and offers voluntary psychiatric guidance.

Dr. Cam thought the flexible English system of providing guidance to those who wanted it is best. The old universities regulate the younger students, and now the newer universities are following suit, and even the city universities, like London and Manchester, are offering hostels if the students wish to live in them.

Mrs. Marshall made a final comment that in Bryn Mawr there is guidance, and yet the students have a great deal of freedom, especially in extracurricular activities.

Miss McBride had spoken of freedom of speech. It all comes down to the state-university relationships and the influence of the donor, said Mrs. Miller. There is the problem of generalization or specialization, with the temptation to specialize because of federal grants.

Tenure was a new thing to Dr. Cam, who said that in England a professor might be appointed for a limited term, but was often appointed for life after a period of trial. There, state grant commissions are concerned only with the efficiency of budgeting, and the tradition of freedom is so strong that were it interfered with, the grant would be returned by the university.

In a real democracy, though, freedom of speech would not be threatened, Dr. Dulles pointed out. She added that for the next ten years, at least, only the United states would have many private universities. In France, Mlle. Bree added, there was no control, and the university standards are lowered only when government poverty forces a budget cut.

Mrs. Miller then mentioned the

Letter

Loening, Mulligan Note Rules for Fiery Future

To the Editor:

Fire Statistics: At 12:45 on Monday, Pearl swung the dusty broomstick and clanged the antiquated bell. We hope you'll recognize this sound next time.) By the official watch it took 3 1/2 minutes to empty Taylor of scholasticism, although a few unhappy victims were left tripping down the fire escape.

It is recommended in future: (there will be a future) A) That professors follow Mrs. Michels' example and read the fire directions to the class before exiting; B) That everyone move away from Taylor; C) That no one hunts for coats, if they are around the corner and up a few steps.

Thank you all for your cooperation.

Helen Loening, '52 Head Fire Captain
Trish Mulligan, '52 Assistant Fire Driller

economic pressures upon a university, and asked whether a lack of resources marked for experiment, coupled with a student demand for technical training would force colleges to specialize. The influence of government contracts and increased wealth in one department would affect the curriculum, and the professors.

Mr. Cam thought that the research for the government and the actual teaching would be separate matters. On the other hand, said Dr. Dulles, there would be greater interest in a wealthy department. "A student that allows himself to be pressurized into a department that way deserves what he gets" countered Miss Mellink.

Aid to individual students presented another topic for the panel. In England, a tutor must report on the progress of the state-aided student, which might reflect on the will-o'-the-wisp student who would not have to work steadily where there was no personal guidance. In France, there are examinations that determine a student's eligibility to continue on a state grant. Dr. Dulles remarked that in Germany and Austria, the examinations aren't stabilized, and one can get no accurate picture of student excellence.

Which approach, the guided or the independent, best puts the student in command of his work, Mrs. Miller then asked. Dr. Dulles thought a student-teacher connection was best, and was met with the possibility that counselling might make a student wait to be helped through college.

Miss McBride here said that a student should avail herself of counselling, but that the discussion should help her to analyze her problems, and not direct her. She should be prevented from wasting her time, but on the other hand, she should not feel directed.

In the same vein, Mrs. Marshall wished that more students would ask for help, and realize that the college wants to help wherever possible. This would mean, however, that within limits the student would still choose her subjects, and the way in which she wants to approach them.

Looking at guidance in that light, Mlle. Bree said there could be a lot more counselling in Europe, to prevent waste of time by baffled students, and on this note of compromise, the discussion ended.

CONTEST!

There once was a Bryn Mawr coquette

Who wanted a fine cigarette.

Chesterfield was her buy

And if you ask her why

She says

If you want to win a carton of Chesterfields, write the best ending for this limerick. All entries must be accompanied by an empty Chesterfield pack, and addressed to Gwen Davis, Rockefeller Hall. The contest closes Sunday, November 11, at 10:30. The winner will be announced in next week's News.

Current Events

Mr. Dudden Elaborates On Philadelphia Elections

On Monday, November 5, at 7:15 in the Common Room, Mr. Dudden of the History department spoke on the local, off-year elections to be held the following Tuesday. In a brief survey of the issues and candidates in the nation-wide elections, Mr. Dudden observed that among the largest cities, Philadelphia was the only one with a long Republican history; while most cities were filled with Democratic corruption, the Philadelphia Republicans were having to answer for the scandals in the last four administrations of their seventy-year control of City Hall. Naming the candidates for the Philadelphia election, Mr. Dudden pointed out that for the most part the election was typical of most US elections, with a campaign to "clean up" the prevailing governments. However, Mr. Dudden continued, the Philadelphia elections are interesting in respect to national issues in that, due to the proximity of this election to the 1952 national election, there is an injection of national interests into the Philadelphia campaign.

The Bloodmobile is coming to Bryn Mawr on November 13th and will be in the Common Room from nine to two. At least 150 pledges are needed for the mobile to come. Those under twenty-one need parents' permission in order to give blood. Those who have questions should see Cynthia Wyeth, Non-Resident.

There are five national issues which seem to show themselves in the local elections. National political allegiances and alignments are pointed up in local elections, and candidates are often campaigned for and against in respect to the policies which their national connections represent; connections with such definite figures as MacArthur often line up voters one way or the other. The Korean War and Communism are issues which also come into local elections as tied in with state department policy and loyalties. Other highlights of local elections are the national government scandals; such elements as the Kefauver exposes and the Internal Revenue scandals are constantly played up. The fifth national issue which seems to show up in local elections is the issue of socialism; debt and bankruptcy are credited to "unsound" fiscal policies.

The local issues concerned in the Philadelphia election are for the most part in respect to the city-county merger question and the question of corruption. The city-county merger proposal is a manifestation of an effort on the part of Philadelphia to eliminate the inefficiency of the overlapping city-county officials. The question of corruption manifests itself in an attack everywhere on the part of the Democrats and also in the Republican counter-attack on the Democratic controlled coroner's office.

ENGAGEMENTS

Louisa Alexander, '42, Secretary to President McBride, to Mr. Robert T. Emmet of New Hampshire.

Mary S. Kennedy, '54, to Richard Storey, Jr.

Marjorie Shaw, '50 to David Jeffries.

Joan Robbins, '49 to Dr. Marvin Nathan.

Delores Schaefer, ex'52, to James Smith.

Blood

The Red Cross supplies of blood plasma used for the war in Korea are running low. Men's lives depend on this supply, and this supply depends on our willingness to give blood. Too often we feel ourselves detached from world events and limited in our chance to act because we are women, students, minors for the most part, and inhabitants of an untouched country. When the Bloodmobile arrives on November 13 we should be able to overstep these boundaries by giving immediate aid to those who are fighting in Korea.

Germaine Bree Asserts Exam System Too Strict

Continued from Page 1

poleon "organized" education in a big way. All teaching was centralized under the state, all professors were nominated by the state, and all degrees were given by the state. During the Third Republic this state control was broken to some extent, and the university became more democratic.

At present, Miss Bree continued, the two types of universities which prevail in all of Europe are dominant also in France. These are state universities and universities which are private for religious reasons. The teaching, whether in state universities or not, is "strictly neutral" and "strictly objective" on all religious and political levels. There is great freedom of thought. There is also equal opportunity for students of all economic levels to attend a university. The state still has quite a centralized system of education. All administration is done by the Bureau of Higher Education which is under the Ministry of National Education. There are eighteen universities in France and in all of them the degrees are conferred by the state. The state has no control over the program and methods of the universities, but since it does provide all the degrees, the universities must be taught what the Ministry wants. A rector is appointed for each university by the Minister of Education. The Council of Higher Education which is under the ministry has eighteen members who are nominated by the state, and thirty-five members who are elected by the university faculties. This council decides on all the questions of higher education and "what it decides, goes". Because of this complex state organization the leeway for experimentation is quite limited. The faculty, however, is free from state control. Thus the tendency of the French university is independent, but it is still controlled by a highly centralized system.

Entrance into a French university is controlled by very strict examinations. Only one out of thirty-five students from the secondary schools may go to a university. The examination system is entirely too strict, since a student may fail by one-half of a point and be rejected. The student-professor relationship has been practically non-existent on a personal basis, during the recent past. However, today, because of poor student conditions, there is much more cooperation than ever before.

The professors, a highly honored group, have a ratio of about one to sixty-five to their students. However, conditions are much more crowded than this since half of the total number of students attend the university at Paris.

The student activity is, as in Holland, completely free from the domain of the university. The students lead a very active political life, but it has nothing to do with the university. This freedom of extracurricular activities is good in that the student often develops specific qualities in himself rather than feeling that he must belong to every campus organization. However, this system can also very easily introvert students to leading a narrow, purely academic school life.

Several different schools of thought on education are now prevalent in France, some for more integration and others for more freedom, but no violent changes in the present system seem imminent.

Mellink Depicts Dutch Maintaining Free Speech

Continued from Page 1

might think. Student newspapers are very strong, and are quite learned and intellectual.

The greatest problem of Dutch students who go on to the universities is that of "catching up with themselves". The universities, in direct opposition to the secondary schools, place a heavy responsibility on the students. They feel no responsibility for the students' living in any way but academically. However, student organizations help the new students become initiated to the routine of university life.

Comparisons Difficult

It is difficult to compare the "Dutch way" with the American educational system, continued Miss Mellink. One of the main differences is the place women have in the university. The general set-up is co-educational with equal advantages for men and women. A very high percentage of graduates are women, and they have as good a chance for jobs as the men do.

Most of the colleges are state supported also, though there are a few which are private with a religious basis. Excepting a loyalty oath, there are now no restrictions on freedom of thought in the Dutch universities as there were during the war. The proof of this freedom is the frequent conflicts between professors and students. These arguments are not carried on in personal relationships, since there is very little fraternizing between students and professors, but in written criticisms through the medium of student newspapers.

Since the war, the Dutch have been trying to put their theory of making education available for everyone into real practice. There is a great increase in scholarships and in students who are working their way through college. The Dutch students are very proud of the high level of living which their education provides for them and they are determined to live up to this high level in all of their activities.

Reprints Show Revived Interest in H. James

Continued from Page 3

dors, *The Wings of the Dove*, and *The Golden Bowl*, are a part of the Mary Miller Buckminster complete collection of James's first editions, owned by the College Library.

James's life was characterized by the influence extended over him by both America and England. Max Beerbohm, in two satirical sketches, has illustrated the rather bitter feelings some had when James became a naturalized British citizen.

A large series of popular reprints published within the last eight years shows the recent increase of interest in James and his work.

A supplementary part of the exhibit, shown in the Quita Woodward Memorial Room of the Library, includes recent articles and reprints of the James novels which have been developed into plays. Most famous of these are *The Heiress* and *The Innocents*, based on Washington Square and *The Turn of the Screw*, respectively. In this exhibit is included the first appearance of *The Turn of the Screw* as a serial in the "Colliers' Weekly" of 1898. It is interesting to note the contrasts between the Victorian pictorial concept of the story and the modern staging of the play which has shown how a Victorian writer can be considered as truly modern.

Eleanor Dulles Denotes Educational Conditions

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tries.

Alluding to the physical side of the picture. Dr. Dulles pointed out the depleted facilities after the war. The books and schools were burned, and there is no transportation, fuel, lights, paper or pencils. The ill-fed children are "pale, starving victims of the tragedy they lived through". Sticks of wood are used for cooking the poor supplies of food. The average child's diet consists of 1500 calories per day. Moreover, the "poison of the education of previous years has seeped into the present system". Thousands of leaders were killed or fled to the United States. With this background, it is difficult to get an educational system going. It certainly will not develop overnight.

Educational Rehabilitation

Of the effect of the occupational forces on education, Dr. Dulles said, "In a clumsy, awkward, almost ludicrous fashion, the Military Government has filled a vacuum". The French did good work by de-nazifying cruelly and quickly, the Russians in Austria have not interfered with education except to remove certain Nazis, but the Americans have done the most to bring facilities to affect the greatest number of people. By establishing information centers and adult education centers, by subsidizing schools here and there, by reconstructing buildings, by helping encourage leadership, and by the exchange student program, and most of all by putting money into circulation, the American Occupation has made a great contribution to education. Under the Marshall Plan and military relief programs, hundreds of dollars in goods were sold. The money went into special funds spent by agreement of local government and U. S. authorities on education. Without this, the educational system would not have gotten any start at all.

Primary education is so rigidly controlled by past traditionalism that there is no basis for creative education. "Imposed on this", continued Dr. Dulles, "is the limitation of impoverished teachers, who in techniques and ability, cannot see the child as a whole".

The University of Vienna was a "grim disappointment" to Dr. Dulles. She could find no non-Nazi economist, or one with a democratic point of view. "The glorious and fine tradition of the University of Vienna is lost, perhaps irrevocably". This she interpreted as an effect of the Nazis in Austria. The people now are struggling to reconstruct democracy with the inspiration coming mainly from socialist groups. The University of Berlin, on the other hand, is "a spectacular example of the gains and losses of the last years". The equipment, books, and facilities are hardly up to making a permanent high-standing institution, but the political resistance to the Russians has been commendable.

Most encouraging in the educational picture are the schools run by individuals of the resistance movement who are struggling for new educational ideals. "They stand high in concepts and leadership, and can, with equipment and time, have high scholarship". One such school in Innsbruck, Austria, is typical of this type of thinking which is attacking the rigidly set system in primary schools.

Another aspect of the situation in Germany and Austria is the drift towards the technical school. This is the American influence

Highlights of Old NEWS Copies Bring Bryn Mawr Conflicts To Light Again; Limited Cut System Aroused Campus

by Betty-Jeanne Yorshis, '52

Thirty-seven years ago, on September 30, 1914, a curious double-sheeted piece of paper appeared on the Bryn Mawr campus and called itself the *College News*. It consisted mainly of Athletic Association notices, news of the League which was then the Christian Association, and an editorial column. The rest was chapel notices, and advertisements. Though limited in size, the *News* was not rigid in purpose or ideals. The first editorial stated the aim of the *News*: "To the faculty we hope to give the opportunity of putting in notices and articles of the things that interest them and would interest the undergraduates if they only knew about them. To the alumnae we hope to make a particular appeal through alumnae notes, reports of college activities, and an opportunity to express their opinion on college matters. To the graduate student we offer news of the work of the faculty and their subjects outside College, a means of expressing their opinions and reporting their activities. To the undergraduate the paper will naturally be of most interest, because it will report college events, contain news of the alumnae, give opportunities for the comparison of problems with other colleges and a chance for journalistic work."

The "journalistic work" consisted mainly of letters to the Editor. Susan Brandeis, 1915, wrote complaining of the paucity of oral passers, and Eleanor Dulles lashed out against the limited cut system. Indeed, the furor over the compulsory attendance rule laid down by President Thomas was the first battle that the *News* covered. It printed Miss Thomas' appeal to high-scholarship, and the student's demand for the power to use her own discretion in cutting classes. One student resented the precipitate manner in which President Thomas made her change in policy. "The announcement should have been made earlier so that students not in sympathy with the College could leave."

The editors were worried about the Bryn Mawr Type. Has it changed from the "most serious (who) came to college to devote her life to study"? was the subject of one editorial, and the argument was posed: "Can anyone object today to women who are perhaps interested in careers, but to women who will marry and have children also benefiting from a college education?" The paper also gave room for the captain of the hockey team to exhort her

which has shown the Germans the success of the material approach. "Americans know how to make things, and they are surviving" is the attitude of the German youth.

In summary, Dr. Dulles remarked on the effects of the Nazi dictatorship on education. The creative forces were driven out from the system. The war brought destruction, and the aftermath, "civil war"—the hatred of traitors and a feeling of shame—a psychological tragedy which scarred education. The Germans have no financial margin with which to work. The professors are paid the equivalent of one hundred and fifty dollars per month, and with this cannot buy books or subscribe to periodicals. "How can you build an educational system on this?" Dr. Dulles asked. "In theory," she concluded, "Austria and Germany are striving for education, but they are beset with enormous difficulties."

players to keep in training. "Surely it requires but a small amount of self-control," she said, "to go to bed when our friends are gossiping or to watch them eat ice cream without taking some ourselves." Other topics of interest were poor attendance at chapel, quizzes in the library, the new "Honors" system, and the unpopularity of Latin. Self-Government was a contributor now and then. One classic notice read, "...students shall not ride, drive or motor after dark with men (not chauffeurs) unchaperoned, or in a hired vehicle, or without two other girls."

News Enlarged

Within a year the *News* found it had so much to print that it enlarged the size of the paper to approximately the size it is today. Pictures of class shows graced the front page, the scope of the *News* broadened, but the number of letters to the editor remained large, and occasionally the editor had dreams on the editorial page. In looking backward and taking into account the more modern time, there is no appreciable change in the attitude of the Bryn Mawr girl then and now. She is still a fervent defender of her rights as an individual, and yet stands up for Bryn Mawr to the outside. She was then as now, interested in the organizations on campus and fought bitterly over the issue of Big or Little May day. She hated the orals and feared the trend away from the classics; she cut chapel and worried about whether Bryn Mawr girls were snobbish. The extra-curricular emphasis was on the founding of the League and Undergrad whereas now the accent is on attending the functions of these groups, but the same interested, wary approach was used. The number of students has increased and the degree of sophistication might be doubled, but the essential spirit of the college has remained. The *News* has been a faithful chronicler of the events of Bryn Mawr history, and is proud to be still trying to fulfill the aims stated by its first editor.

Unveiling of Portrait Witnessed by Alumnae

Continued from Page 1

and the Deanery Committee's work all may continue to have as clear a sense of Miss Thomas's presence. "To those who knew her, it is impossible to enter the front door without a swift recollection of her classic features, her emphatic speech, and her rapid uneven stride." This portrait is to be hung in the Blue Room of the Deanery, overlooking the garden which was the scene of many renowned garden parties.

Mrs. Manning thought that the Alumnae Association is operating the Deanery as Miss Thomas would have wished. This portrait, said Mrs. Manning, is the right memorial to Miss Thomas' gift of the Deanery to the Alumnae Association.

Mr. Goodale and the double Octet closed the ceremonies with a program of delightful music, including holy songs, old English madrigals, and Christmas carols. The Alumnae and Octet joined in singing "Pallas Athena" to end a ceremony whose significance will bring much closer to the undergraduates of today the hopes and ideals of Carey Thomas.

Discussion Group Plans To Probe Russian Life

Continued from Page 3

In contrast to the usual public lectures, this series is planned for a small continuing group, with advanced discussion and a necessarily limited size. Its members should have a preliminary background in Russian studies or professional training in the fields under consideration. Students should have completed either the course in Russian History or the course in Soviet Political and Economic Development.

There will be some eight meetings between November, 1951 and May, 1952, on Wednesday evenings from 7:30 to 9:30 in the Common Room at Haverford College.

The first meeting will be on November 14th, when the speaker will be George F. Kennan, formerly of the State Department, now at the Institute for Advanced Study in Princeton.

The tentative schedule of dates for subsequent meetings is as follows: November 28, December 12, January 9, February 6, February 20, March 5, March 20 (Thursday), April 9, April 23.

Students who have had one of the pre-requisite courses or faculty members who are interested in joining the group are asked to see Miss Linn in the Library, before November 10th.

I.R.C. Speaker Stresses Aiding Foreign Colleges

Continued from Page 3

this to be done intelligently. Mrs. Emlen suggested that IRC and the Alliance take over and sponsor for the whole college such a program of affiliation. One college suggested for this purpose was Dacca University in eastern Pakistan, where there is a terrible tuberculosis problem; housing and health conditions are extremely poor. Another was in the Assam area of India where books from Bryn Mawr were sent last year. Neither of these colleges has any two-way relationships with American colleges yet. A deep interest in a foreign college which is eager to increase its small knowledge of American institutions can be developed at Bryn Mawr as it has been at other colleges and universities. Mrs. Emlen emphasized that this is one of the most concrete ways to combat Communism in these countries, since Communist student groups, supported by their government, are making a great play for the allegiance of students in a great many foreign institutions of education.

Dearth of Faculty Lowers Calibre of Teaching in the Spanish Universities; Tradition Still Bars Socially Prominent Women from Attending Colleges

Continued from Page 1

Francó's victory in 1939, she continued, brought with it bitterness and reprisal, which, added to war casualties, reduced teaching manpower. Franco wanted to increase the role of church education and therefore did little about secondary schools. Religious schools multiplied as a result, and the few non-religious private schools suffered greatly. They were not allowed to confer degrees, and their programs were supervised by the state. Franco's youth movements—their arts and crafts, singing, and lavish folk dancing—however, were an asset to education.

Turning to the universities, Mrs. Marshall stated that like Italy, Holland, France, and her other western neighbors, Spain fits into the educational pattern of Europe. The calibre of the teaching is low since almost all the pre-war faculty are "in exile, or worse." Things now seem to be better though, she continued, since 1939 was quite a long time ago, and a new generation has arisen.

Mrs. Marshall concluded by explaining the feminine role in the Spanish universities. During the republic most of the co-eds represented the middle class; the socially prominent group was more traditional and did not send its daughters to universities. Men still outnumber women, perhaps because Franco stressed the idea of women in the home.

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Photosynthesis Investigations With Bacteria Promise Future Resources for Solar Energy

Continued from Page 3

For quite a while people despaired of knowing what kind of mechanism was responsible for the process of photosynthesis, but in the latter part of the 19th century an English chemist discovered chlorophyll, the green pigment which does about half the job. Chlorophyll will not assimilate carbon dioxide nor produce organic matter, but when illuminated it produces oxygen from water.

In 1942 it was discovered that various pigments other than chlorophyll could absorb energy. Chlorophyll absorbs only the red and green light in the spectrum. By experimenting with blue-green algae, it was found that the blue pigment phycocyanin will absorb orange light, and the red phycoerythrin absorbs green. By a process of internal conversion the light absorbed by the blue pigment is made available to the chlorophyll, which then proceeds to act as a cue ball in starting the photosynthetic reaction. Sometimes there is a "three ball system" in which the light absorbed by pigment A is first made available to pigment B, and then converted for use by chlorophyll or pigment C.

Similar pigments are found in bacteria; the main difference there is that these pigments absorb the infra-red light rays. This produces less energy than the red light absorbed by chlorophyll, and the cueball is not hit with enough energy to complete its job, so that carbon dioxide is manufactured, but not the organic matter. In this case, the enzyme must be reduced by thiosulfate or molecular aggregate. Thiosulfate as a reducing agent requires 30 KC of energy, while when hydrogen is employed, only 1.8 KC are used. However, the same amount of work is done in both cases. The use of thiosulfate results in a tremendous loss

of energy, which Dr. Van Niel compared to having to pay a dollar for a ten-cent bus ride because you didn't have any change.

In the photosynthetic cycle every niche is filled; for every ecological need, an organism develops, and through the theory of evolution, one can see how man fits into this pattern. But man has not been content to endure the hardships imposed on him by the cycle, and is now using more energy per year than the earth produces. So he has turned to the theoretical possibilities of harnessing solar energy for his mechanical inventions. Very nearly the complete range of the spectrum could be used to advantage if the various pigments were arranged in layers to extract the energy from all the different wave lengths.

This method of obtaining energy would be extremely expensive, but man is using energy so much faster than it is being created that the time will come when it is necessary to use solar energy at whatever cost, or regress from the mechanical age and work a great deal harder.

Busy Weekend Includes Presentation Ceremony

Continued from Page 3

with the idea of playing good, clean hockey, that everyone will enjoy. After that there will be refreshments in the gym for everybody.

In the evening at 6:30 the Alumnae Association will give a buffet supper in honor of Miss Applebee for all those who played, the various committees, and many others who also want to come and express their thanks to Miss Applebee. There will be speeches, among which will be the presentation of the Scull property. After dinner East House, the latest addition to the college halls of residence, will have an open house for all players and anyone else wishing to go. On Sunday morning there will be hockey games until the final activity of the weekend, which will be a farewell brunch held in the gymnasium.

This weekend is, therefore, a very important one, and many of the alumnae and students have been working for a long time in order to make it a success. The Athletic Association is in charge of the athletics, refreshments and

Miss Applebee Guided NEWS During First Year; Encouraged Interest in Journalism Here at BMC

Continued from Page 3

the gymnasium first of all," went on Mrs. Franklin, "I can remember walking up and down in front of the gym with Miss Applebee, talking over our problems. She was on the Board with us that whole first year.

"The big issue that year was the cut system. That gave us a lot of material. We had been given a limited number of cuts per semester, like the other colleges, beyond which we thought Bryn Mawr enormously advanced. We rebelled." Mrs. Franklin chuckled as she remembered.

"I wrote a smug editorial in open house. The alumnae are giving the very generous buffet supper, and are putting forth a tremendous amount of effort for the whole project which is a tribute to the spiritual benefits conferred upon Bryn Mawr by Miss Applebee for so many years.

which I said that as a pioneer women's college, far ahead of the others in matters of weekend privileges and what not, it was up to us to uphold the unlimited cut system."

"Miss Applebee had such tremendous vitality," Mrs. Welsh took up, "that every activity with which she had to do was charged with life. It was impossible to oppose her plans, for she worked them out in great detail before projecting them. She never pursued a personal interest, but our interests. She was a fine psychologist. If she thought you were capable she would push you to the limit, but she was always kind, if she saw you really couldn't go any further."

"People said there was no need for a paper, but how long have you been going?" Mrs. Franklin looked down the thirty-seven years, "ever since." She and Mrs. Welsh looked at each other and smiled triumphantly.

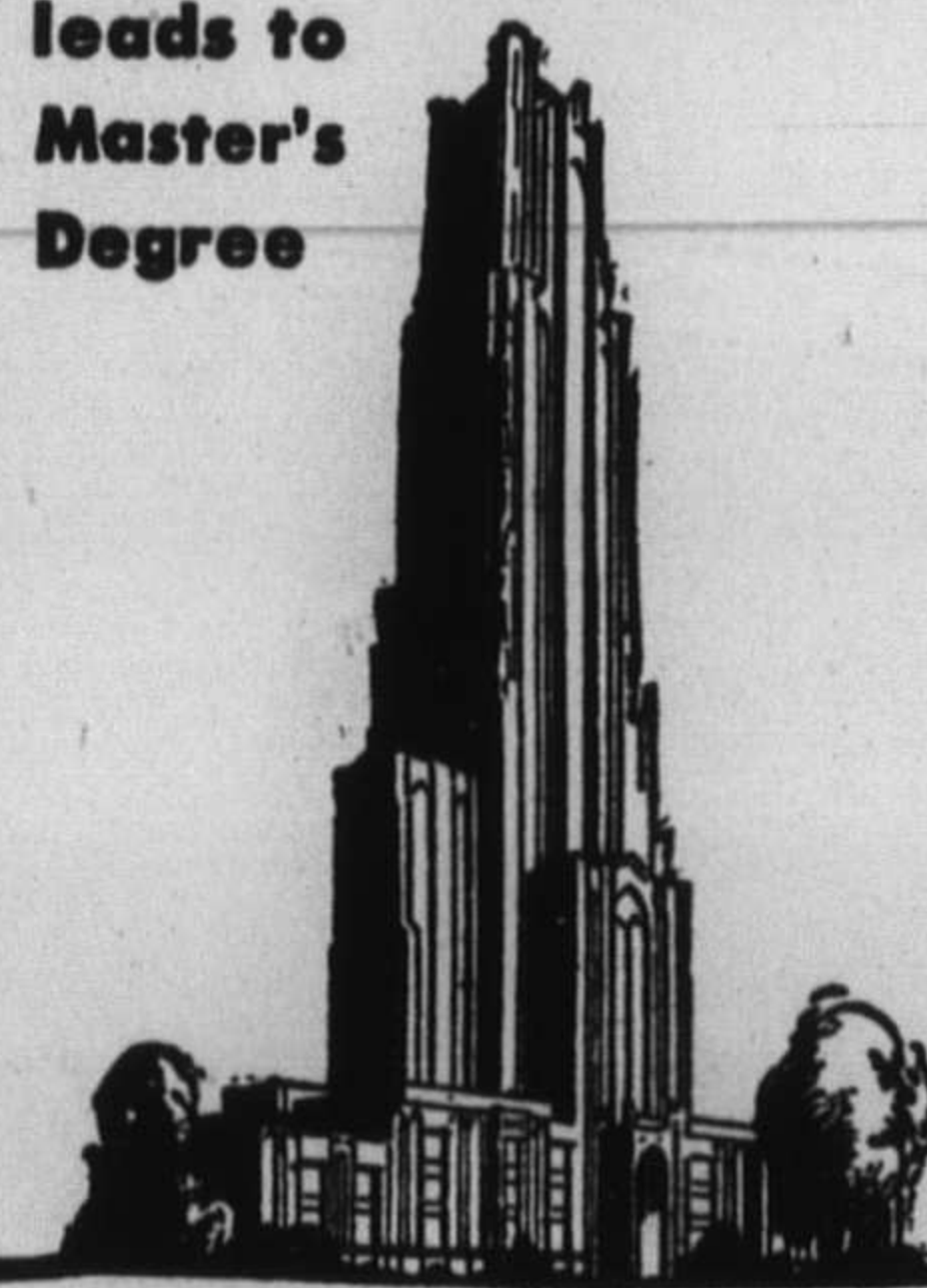
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Dr. H. Cam Traces Women's Roles in Discussing Topic—Education Under the Labour Government

Continued from Page 2

ing may be obtained for one year, vocational and technical colleges, and normal and professional schools, which often act as substitutes for a university degree, also offer adult courses. Excluding Scotland, there are twelve universities in England and Wales, of which the University of London is the largest with approximately 26,000 degrees awarded per year. It incorporates a federation of five universities and in this capacity serves as a sort of "nursing mother of embryonic universities". The universities are self-governed and complete freedom of thought exists among the faculty. About one student in eleven hundred reaches a university, which is a very small proportion compared to American standards.

Of the group which reaches the universities, only about twenty-five percent are women, but once

they are there they enjoy equality with men. When they have their degree, however, unlike men, they must usually obtain further training before a job is open to them. A large majority of women graduates go into teaching, which, because it is a safe economic venture, has drawn increasingly more women during the last fifty years. The medical profession, secretarial positions, and social work have also supplied women with jobs. And the woman university graduate's chances for getting married are equal to (if not better than) the non-university graduate's chances!

Tuesday, November 13, is the closing date for applications to be sent to the U. S. Civil Service Commission for the Junior Professional Assistant and Junior Management Assistant examination.

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Calendar (Continued)

Continued from Page 1

in honor of Miss Applebee.

- Sunday, November 11
 - 3-5:00 p.m. Social Economy, Common Room.
 - 5:00 p.m. Young Musicians' Concert, Wyndham, the Gertrude Ely Room.
 - 7:15 p.m. Chapel.
- Monday, November 12
 - 7:15 p.m. Current Events, Common Room.
 - 8:30 p.m. Henry D. Smyth,

- Professor of Physics at Princeton will deliver the third Crenshaw lecture on "The Nucleus As a Possible Source of Power."
- Tuesday, November 13
 - 9:00 a.m. Bloodmobile comes.
 - 8:45 p.m. Film Forum, Music Room.

Wednesday, November 14

- 4:00 p.m. Meeting in Wyndham for all those who want to spend their junior year in France.

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Incidentally . . .

Anyone who has recently been in the Students' Cloak Room in Taylor will be glad to know that not all are petrified by the fire drill instructions posted all over the building. Some one has put a small sign in there, which reads, "In case of fire drill, jump into the sink immediately!"

Private School Teachers Association meeting all day.
7:15 p.m. Marriage lecture.

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