

The College News

VOL. XLIV, No. 2

ARDMORE and BRYN MAWR, PA., WEDNESDAY, OCTOBER 8, 1958

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Freshmen Emote; Works Of Milne, Coward Featured

If they had all put their heads together and tried to be as different as possible, the freshmen could scarcely have come up with a greater variety of hall plays than this year's assortment. Their choices, to be presented in Skinner Workshop on Friday and Saturday nights, range from Yeats to Barrie to just pure farce.

Merion, which opens the competition at 8:00 Friday night, offers a farce ("or comedy, or whatever you want to call it") by Frederic Witney, *To Hell With You*. Those responsible for making the play live up to (or live down) its title are Eleanor Snouck Hurgronje, director, and Betty Ferber '61, advisor.

Following them are the Non-Reses at 8:30 with a play by B. A. Mattingly, originally called *Sorrority Sisters*, whose title is to be changed to correspond with its new setting in a college dormitory. Its advisor and director are Sallie Powers '59 and Sandra Goldberg, who says of the play, "It was the easiest thing we could do with six people who won't come to rehearsals."

East House's play is a kind of drawing room suspense comedy, *Barrie's Shall We Join the Ladies?*, with Kitsy Cushman as director and Tony Killip '61 advisor.

Probably the most serious of the plays to be presented is M. A. Kister's *The Hard Heart*—Fran Krauskopf, director, describes it as a modern tragedy—which Radnor is to present with Ethel Sussman '61 as advisor. The evening should end cheerfully enough, however, since Rhoads North and

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Notice

The senior class announces the election of the following officers:

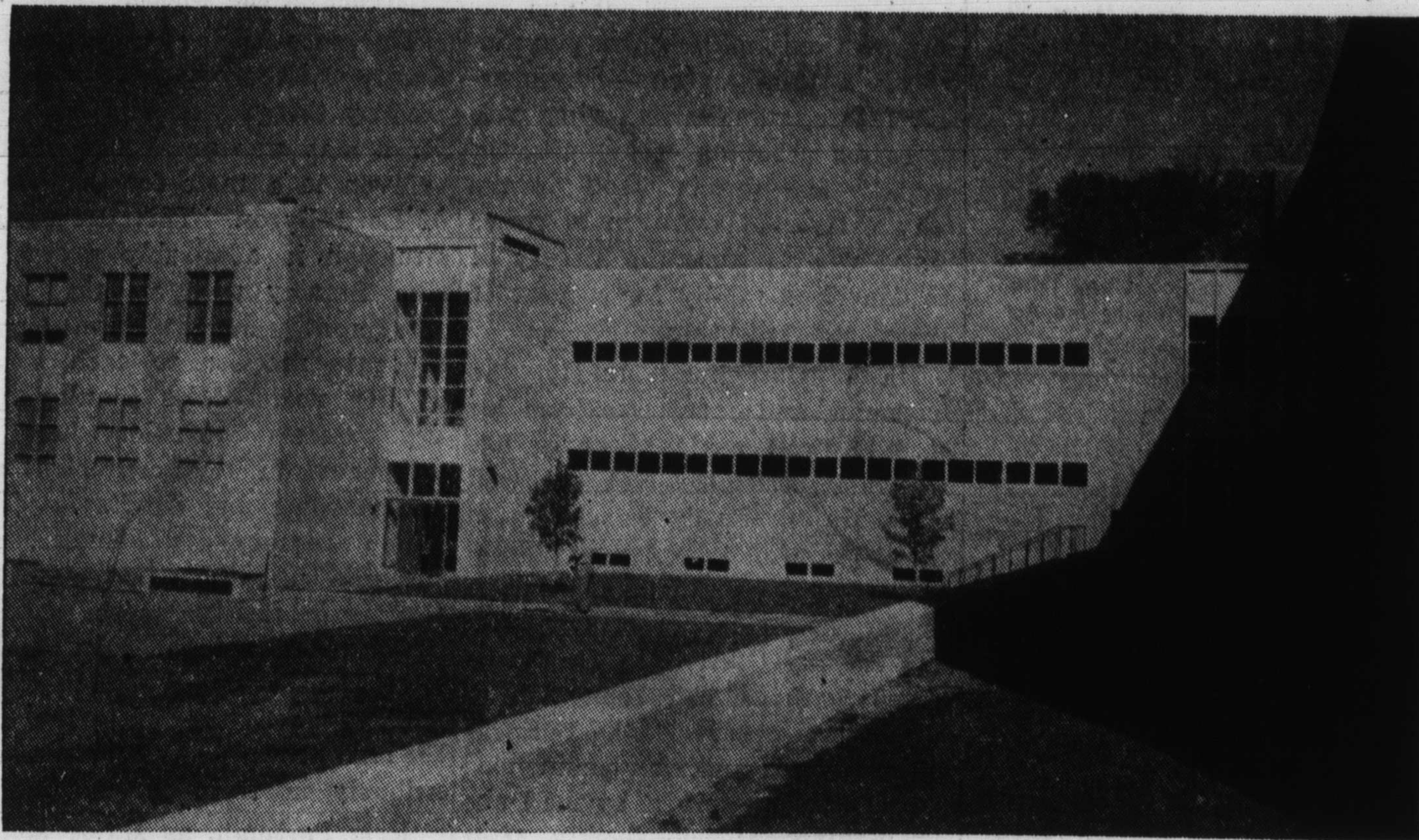
President, Bette Haney.

Song-Mistress, Angie Wishnack.

Vice-president Jan Aschenbrenner.

Secretary, Judy Davis.

Biology Building Among Summer Additions; Miss McBride Discusses Rapid Development



The biology building—one step in the development of the Science Center.

BMC's Changes Noted Typical In Trend

The following is a selection from the text of the address delivered by Katharine E. McBride, President of the College before the opening assembly of the year.

Bryn Mawr's changes in five buildings this summer seem to us stupendous, and they are. They have their parallels, however, in many of the institutions, perhaps most of the institutions in the country. They reflect the tremendous development that is taking place in higher education.

That development raises a good many questions we should be clear about. Is it rapid enough to meet the needs of the time? How accurate is our understanding of the needs of the time? When the race with time is so rapid how do we balance immediate needs and long-term needs? In such a general form, these questions are, I am sure, unanswerable. Let me add another that is certainly unanswerable, but yet important to keep always in mind. Should we

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Calendar

Wednesday, October 8: 7:30 Common Room, Marriage Lecture.

Friday, October 10: Freshman Hall Plays. 8:30, Cornelia Otis Skinner Workshop. Merion, Non-Resident, East House, Radnor, Rhoads.

Saturday, October 11: Freshman Hall Plays, Skinner Workshop. Denbigh, Pembroke East, Pembroke West, Rockefeller: Awarding of prizes by judges.

Sunday, October 12: Roost, Arts Council Play Reading, King John.

Sunday, October 12: 7:30 p.m. Chapel, Music Room, Goodhart address by the Rev. Dr. Joseph Bishop. Chorus.

Kennedy Speaks On Taiwan Crisis

Mr. Melville T. Kennedy, Jr. of the Bryn Mawr Political Science Department opened the weekly current events discussions in the Common Room with the topic, "Our Political Situation in the Far East."

Mr. Kennedy began his talk with a brief analysis of the influencing geographical and political facts of the Quemoy and Matsu area. He also emphasized the economic importance of the blockade by the Chiang Kai-shek government of the Chinese communist ports.

The first shelling of the islands, Mr. Kennedy explained, stopped in 1954 after a conference which included Senator Johnson. When these talks finally broke down, the shelling was resumed.

The United States' involvement in this area is extensive—politically as an outpost against communism and economically as a support of the nationalist government of Chiang Kai-shek.

Mr. Kennedy went on to make a few conjectures concerning the present situation of China. This

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Notice

Tryouts for the News are due on Saturday, September 18. Anyone who did not attend last week's meeting may consult the Freshman Week Issue or any Board Member for details. Three articles are required.

New Building Complete Convocation Set

"It seems to me to be a perfect miracle that a year ago there was just a mud hole and this year we are occupying the new building," commented Miss Mary Gardiner, chairman of the biology department, recently when asked about the new building.

Beyond the neat aluminum-windowed yellow brick exterior there lies a very functional building, Miss Gardiner pointed out. Along the spotless corridors which feature pale green tile walls, gray tile floors and white sound-proof ceilings, small conservative black plaques announce the various laboratories: Growth and Development Lab, Biochemistry Lab,

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Notice

The News is happy to announce the elections of:

Betsy Levering '61—Copy Editor.

Freddy Koller '61—Managing Editor.

Barbara Broome '60—Member-at-Large.

Faculty Additions Include Spanish, Music Professors

Bryn Mawr College began the academic year last week with eight new faculty members.

Hywel Davis Lewis, currently professor of history and philosophy of religion at the University of London, joined the department of philosophy as visiting professor. Professor Lewis, a graduate of University College, Bangor, and Jesus College, Oxford, edited the *Muirhead Library of Philosophy*. Publications of Professor Lewis include: *Morals and the New Theology*, 1947; *Morals and Revelation*, 1951; and other work in the Welsh language.

Bernard Ross, who was formerly assistant professor of social work at Michigan State University, has joined the department of social work and research as an associate professor. While at his previous post, which he had held since 1950, Mr. Ross participated in the Coordination of Social Work Practice Series.

James W. Fowle, former assistant professor of fine arts at Harvard University, has joined the history of art department as an associate professor. Previous to his position at Harvard, Mr. Fowle was lecturer and curator of the Walker Art Museum at Bowdoin College. Mr. Fowle has published an article on Batissier's *Gericault*, the subject of his Ph.D. thesis. The next edition of the *Encyclopedia Britannica* will contain articles by Mr. Fowle on Henry Moore, Carl Milles, Emmanuel Frémiet, and J. A. Houdon.

Melville T. Kennedy, Jr., formerly at Harvard, is now an assistant professor in the political science department. Mr. Kennedy, who received his education at Harvard and Oberlin, held a teaching fellowship at Yenching University for three years. He has traveled widely in the East Asia area. He has also held a three year Ford Fellowship at Harvard University.

He was a research associate on the Research Project on Men and Politics in Modern China at Columbia University. His publications include *The Chinese Democratic League and His Han-min*: As-

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The News felt that this letter was of general interest sufficient to merit this prominent position.—ed.

To Professor Broughton, as Secretary of the Faculty, to be read at the Faculty Meeting:

We the Arts Council, speaking for the undergraduates, with some emphasis upon the senior class, and considering doubtless the one Bryn Mawr tradition about which none of us could find any reason for a pro-and-con discussion in the *College News*, and further perhaps we fear not concealing enthusiasm enough in decorum, do here petition the Faculty that they, in keeping with the schedule upon which we have been keeping the watchful eye, present during the year the quadrennial Faculty Show.

With hopes for a good cause forthcoming beyond even the call of artistic tradition and the clamors of those who remember and those who anticipate, we would like to suggest now the weekends of January tenth and seventeenth as possible times for staging it; and to fit the wish (hopefully) into the symbolic nutshell and the verbal cheer, We very much indeed want a Faculty Show!—But especially we would have it that the Faculty want it as well—

Sincerely,
Cathya Wing,
Chairman, Arts Council
Katherine Kohlhas,
Vice-Chairman, Arts Council
Janet A. Myles,
President, College Theatre
Elizabeth Carr,
Chairman, Arts Forum;
Co-Editor, *The Revue*

Junior Show 1958

PLACE: San Francisco

TIME: Now . . . or was it yesterday?

SETTING: The Lower Depths Cafe, "with The Only Moving Stationary Bar In The World!"

PLOT: "The Group" makes a discovery which seems bound to alter its creative pursuits. After a mad chase to Nirvana and back, three unlikely couples create the saving Word.

CHARACTERS: JACK Eunice Strong
RINALDO Anne Stebbins
MORRIS Carolyn Morant
WALLY Nancy DuBois
SASCHA Joan Strell
DUKE Jean Yaukey
CRAWLEY Judy Polsky
RUDOLF Julie O'Neill
ARLETTE Star Kilstein
MYRTLE Tony Thompson
THEDA Suzanne Swan
SHAREEN Ronnie Wolfe
BELLA Beebe Cooper
MAMA Barbara Northrop
CHUNG Ginny Norton
MAISIE Lou McCrea
MAHONEY Trudy Hoffman
MARA Cynthia Holley Taylor
YO-YO Fay DuBose
ELEANOR Nina Broekhuysen

TITLE: "Inside Out".

POSTSCRIPT: Goodhart, October 17 and 18.

THE COLLEGE NEWS



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Dulce et Decorum Sit

On the one hand dignity—but we hope that no one feels that this is a question of dignity, and again tradition, but we can hardly call on tradition to support us here.

Verò id quod cupimus consensu omnium comprobatum est, nam speramus nostram ordinem candidissimum sapientium doctorum nos fabulam quadriennem dediturum esse.

Arts Council Plans Ticket Service, Will Negotiate for Academy Seats

In the interest of frustrated theatre-goers, uninformed and ticket-less, Arts Council has devised a plan for a What's On information board and Ticket Agency.

Pre-Broadway plays cannot be included, because Philadelphia's theatres no longer have subscription lists, and announce plays late and only in the newspapers.

The plan for the Ticket Agency is as follows:

- 1. Announcement of coming theatre, orchestra or dance group to be posted in Taylor, along with a date and price list for tickets, to be signed by interested students and faculty members, without their being committed to tickets.
2. Approximate number of tickets, at approximate prices and dates, to be sent for.
3. Announcement in Taylor of the arrival of tickets, to be posted with a list for all seriously interested to sign. Those signing both lists to be given priority.
4. Tickets to be sent by Campus Mail to those on list. Charge to be put on Payday.
5. Tickets may be returned to the Agency only in the case of an error.

The plan will go into effect in the next couple of weeks, for tickets to the Metropolitan Opera, to the Philadelphia Orchestra's concert with the Three-College Chorus, and to the Old Vic (when it's dates are known). Watch the Taylor bulletin board, and know What's On.

King John is to be College Theatre's first play of the year. With next week's tryouts in mind, King John will be Arts Council's first play read aloud, this Sunday in the Roost, at 4:15.

Sunday, Oct. 19—Folksinging.

Notice

Visitors and graduate students are requested to sit at the back of classrooms in order to facilitate monitoring.

The junior class announces the election of: Marilyn McKinney ...President
Nancy Porter ...Secretary
May Jen ...Vice President

NOTICE

The Undergraduate Association is pleased to announce the appointment of Mary Lydon '60 as new chairman of Lost and Found. This agency, located in Taylor basement by the Bureau of Recommendations, will be open from 1:45 to 2:00 on Mondays, Wednesdays, and Thursdays.

From the Balcony

A Touch of the Poet

by Eleanor Winsor

Eugene O'Neill's drama, A Touch Of The Poet, is a play about illusion and human existence. Because its characters are all of them in some manner supported by their individual dreams or pretensions the actors are faced with a double role of make-believe.

O'Neill readers will not find the situation unfamiliar; the play involves a family group—domineering father, submissive loving wife and child rebelling at her parents' world. The drama itself is the only completed work in a series which was to trace the history of an American family for a space of over a hundred years.

Major Cornelius Melody, an Irishman, and expatriate from his race as well as his country has the chief illusion. Not too well born, Major Melody was educated on the tide of rising family prosperity, coming to think of himself as the long-established heir of a new Melody Castle.

Melody's wife Nora, while she knows the truth of his pretensions, and the weaknesses of her husband, supports his illusions through love, and cherishes her own image of herself as a lovely young woman whom her husband married (although he will not admit it) for love.

Their daughter Sara is truly caught between; she mocks her

father, while secretly proud of his pride, and she defends her mother, while deploring her peasant ways; she admires the kind of humanity her mother offers, while maintaining that she will not be reduced to such a condition by a similar love. The focal point of the drama is an unseen person, a young American full of dreams amazingly similar to Melody's own, presently at the Inn recovering from illness caused by a Thoreau-like existence in the woods.

The repetition of a pattern of family existence is clearly delineated by the growth of Sara's love for a man who parallels her father even to a taste for the poetry of Lord Byron. This paradoxical situation is admirably played by Kim Stanley with an alternation of sympathy and defiance, a clear separate reaction to each person of her world—Miss Stanley conveys Sara's confusion, her unawareness of this confusion, and a developing and inevitable vision which reaches its climax when she, like her mother, discovers that love is in itself a pride, but one which must be founded on illusion.

Eric Portman, as Major Melody has an impressive carriage, storming through the play with violent and desperate pride, and steps skillfully along the borderline of the ridiculous. Helen Hayes as Nora possesses the real insight of the play—a knowledge, by her peasant divination of reality, and yet a kind of intuition that something else is necessary to life, something which must be preserved at all cost and is a kind of better reality. She combines peasant brogue and manners with a kind of universal woman's dignity.

Supporting characters who play the earthly immigrant Irish peasants from whom Melody wishes to separate himself, by their clear-cut rowdy humor lend a supporting reality as well as comedy. The director, Harold Clurman, has balanced his great individuals skillfully, preserving above all, the structure of the play and revealing slowly a network of crossed sympathies which composes the human situation.

ARTS COUNCIL'S WHAT'S ON

at the Academy of Music, Philadelphia

- Oct. 10-11 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Ormandy
Oct. 17-18 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Janice Harsanyi, Soprano
Oct. 23-25 (Thurs.-Sat): NEW YORK CITY BALLET
Oct. 30 (Thurs.): PHILADELPHIA FORUM, The Strings of Melachrino
Oct. 31-Nov. 1 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Ormandy
Nov. 6 (Thurs.): PHILADELPHIA FORUM, Luboshutz and Nemenoff (duo-pianists)
Nov. 7-8 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Ormandy
Leonard Pennario, Pianist
Nov. 10 (Mon.): same as above
Nov. 11 (Tues.): METROPOLITAN OPERA COMPANY (Boris Godunov)
Nov. 14-15 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Robert Casadesus, Pianist
Nov. 20 (Thurs.): PHILADELPHIA FORUM, the Danish National Orchestra
Nov. 21-22 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Ormandy
Nov. 24 (Mon.): PHILADELPHIA ORCHESTRA, Robert Casadesus
Nov. 28-29 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Lorne Munroe, Violoncellist
Dec. 2 (Tues.): METROPOLITAN OPERA COMPANY, Cavalleria Rusticana & Pagliacci
Dec. 5-6 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Three-College Chorus
Dec. 11 (Thurs.): PHILADELPHIA FORUM, Roberto Iglesias, Spanish Ballet
Dec. 12-13 (Fri. & Sat.): PHILADELPHIA ORCHESTRA, Nathan Milstein, Violinist
Dec. 15 (Mon.): same as above
Dec. 16 (Tues.): METROPOLITAN OPERA COMPANY, Manon Lescaut

Vacation

- Jan. 5 (Mon.): PHILADELPHIA ORCHESTRA, Paray
Jan. 13 (Tues.): METROPOLITAN OPERA, Rigoletto
January OLD VIC Theatre as yet undecided
Hamlet, Twelfth Night, Henry V

Interfaith

by Helen Ullrich

The Reverend Dr. Bishop will speak on the topic "Religion and Science Confront Each Other," in chapel this Sunday evening.

Mr. Bishop, a Presbyterian minister, is a graduate of McCormick Theological Seminary in Chicago and Edinburgh University in Scotland. Upon graduating from seminary, Mr. Bishop became a chaplain to the United States Naval forces in several different theaters of the war.

Speaking to college students is not new to Dr. Bishop. He was pastor of the Presbyterian Church of Swarthmore before he accepted his present position of pastor of the Church of the Covenant, the only metropolitan Presbyterian church in Boston.

Discussion will be held in the common room after the chapel service.

Sayre Addresses Baptists' Service

The one hundred and fiftieth anniversary of the Lower Merion Baptist Church was celebrated at a special service held last Sunday evening in the sanctuary of the church. Prominent persons from the Main Line area took part in the service.

The guest speaker of the evening was the Reverend Francis B. Sayre, Jr., Dean of the Washington Cathedral in Washington, D.C. In discussing the ancient city of Jerusalem, Dean Sayre said that the world was broken up into hostile groups of people who did not understand each other. He commented that this is the kind of world in which we live today, one made up of "barricades between which there is no communication at all."

To illustrate this, Dean Sayre described one of the borders between the Eastern and Western worlds which he had the opportunity to visit at one time. As created by nature, this boundary is a very peaceful one—a pretty stream. However, Dean Sayre continued, it is guarded by uniformed men who cannot even understand each other's languages. One need not go to Hong Kong or Russia to find these boundaries between men, Dean Sayre emphasized. They are to be found right here in this very community—"lines fixed by men between races, employer and employees, summer people and winter people." The same border is everywhere and "the same misunderstanding stare."

According to the Dean, these borders are symbolic of the world in which we are living. They cannot be dreamed away. There is only one answer to these barricades which men place between them.

"God it is who can leap over these bounds . . . who alone . . . can heal the brokenness of mankind." He further emphasized that "peace is always of God's giving—not of man's achieving."

Other dignitaries participating in the service were: President McBride of Bryn Mawr College, Dr. Norman A. Baxter, the present minister of the Lower Merion Baptist Church, the Reverend Lawrence T. Beers of the First Baptist Church in Ardmore, Dr. Rex S. Clements of the Bryn Mawr Presbyterian Church, Dr. Arthur Younger of Saints Memorial Baptist Church in Bryn Mawr and Ethel Clossen Smith, Assistant Professor of Music at Eastern Baptist College.

Notice

The News is happy to announce the addition of Gloria Cummings '61 to its editorial staff.

Integration Discussed By Five Bryn Mawr Students; Viewpoints Of North and Deep South Are Expressed

Northerner Relates Conversations Concerning Segregation In South

by Alice K. Turner

Logically I am a poor choice for an article explaining the Southern point of view on the raging Battle of the Schools as I am not only a Yankee, but a strong supporter of integration. However, as I have just returned from a summer in Atlanta, I have necessarily (no matter how hard I tried to avoid the subject) been exposed to a great deal of opinion, most of it couched in strong terms, whether pro or con. No-one seems to be able to talk about integration without getting excited. Most Southerners feel duty-bound to explain their feelings to any Northerner who has been so unlucky (or unwise) as to be led into a discussion of the issue.

Most of the people I talk to were college students, as I attended the summer session of Atlanta's Emory University. College students are expected to take a liberal and fairly radical attitude toward situations such as this one. This is true of Emory students in many cases—at least it is true on the intellectual level. As an intelligent boy pointed out to me, many Southerners do understand the reasons and the necessity for integration and on the Ideal or Large level they agree with it. But on the Immediate or Small level, they shy off. Why is this so? There are a number of reasons offered, some better than others. I will try to list as many as I can remember together with my own impressions of facts as they are.

1. "One thing you Yankees just don't understand. Up North your Negroes are in a minority, and most of them are fairly civilized, but down here in some places they outnumber the whites. And honestly, the way they live and the way they think is just a cut above the animals. It would lower not only our educational standards, but our moral standards and our safety, to let them go to school with our kids. Do you know what the Negro crime rate is?"

I am sorry to say that this statement is accurate. It is true from my own experience that the Atlanta Negro in many cases is just as described. I will not go into the argument about suppression and maltreatment leading to this—as it stands it is true. Atlanta was shocked to discover from the Time magazine survey this summer that she had the second largest crime rate in the country. The number of Negroes involved in these crimes is out of all proportion to their percentage of population in the city. Atlantans have no desire to lead the list, and with the large part that juvenile delinquency plays in general crime today, it is very possible that school integration would lead to just this.

2. "It's not that we don't provide for them. Why, in lots of cases their schools are better than the ones our own children attend."

True again, in a few cases, if you consider the new plants and equipment which have recently been built for Negro students in parts of the city. However, these are definitely in a minority; it is a fact that school conditions are far worse for the Negro student than for his white counterpart. Crowding is worse, teachers are fewer (this is in part due to the fact that the state universities which offer teacher training will not accept Negroes) and the situa-

tion is complicated because Negro students often may not attend the schools which are most convenient to their homes. Yet it should not be forgotten that intelligent Southerners are not opposed to Negro education. They are willing to build more all-Negro schools, to try to ameliorate the Negro situation, so long as their own children can receive a separate education. "Separate but equal" seems really to be their motto—or so they say. I believe that with the scare thrown into them by recent happenings they would really make an effort to achieve this equality (at least in education) if segregation could only be preserved.

3. "They don't want to mix with us any more than we want to mix with them. They're perfectly happy with things the way they are."

I can't make an honest retort to this statement, because I did not get the Negro opinion either first or second hand (reliably, that is). I am sure that many Negroes would agree simply because they

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Carolina Report: 'Token' Integration

by Catharine Lucas

Two years ago in North Carolina, an all-white school board met a crisis by passing a bill identical in purpose to the plans Virginia and Arkansas are passing now in an effort to avoid or delay integration in the public schools. The educationalists were attempting to offset the storm of protest which would surely arise at the first steps by offering offended parents tuition aid for private schools. The Pearsall Plan, however, has been rarely referred to since its installation, and there have been only negligible funds allotted in support of it.

The situation in North Carolina is described by many as "hopeful." There have been stories of courage and understanding as the young people have made their various adjustments. There is yet very little integration, however. This is evaluated in the North as "token" integration as if the forward steps, or the lack of them, were entirely in response to or reaction against prodding by Northern lawmakers. That the South is a great sluggish mass of emotional reaction to be manipulated skillfully and forcefully, is the attitude of many outside of it.

I would like to suggest, for those of us interested in a constructive handling of the problems, several points-of-view which should be avoided as well as the approaches which might be made.

First, it is best not to think in terms of The Problem or even of The South. Fifteen miles may make the difference between a community where students ask to be integrated and an area where integration would be disastrous for both races. There are even places where Negroes fight integration; for their new schools, built in appeasement are far better than those they would find in a nearby white community. The diversity of preparation for integration is tremendous also.

And communities must be prepared. Another fallacy in much of our thinking is that racial integration regardless of individual situa-

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Because any discussion needs background and a point for beginning, The News presents the following series of articles centering around the current school integration problem in the South. None of the statements here are dogmatic assertions nor do they pretend to any absolute definition of regional opinion. On the contrary, they are offered as a guide to ideas, with the intention of stimulating other ideas.

Both The News and the authors of these articles will welcome responses—in agreement or contradiction of these opinions from students, faculty or any other interested spectators.

In Violent, Grave Little Rock Crisis Faubus Is 'Villain'

by Hanna Woods

The Little Rock Situation . . . a year ago I had all the answers and I thought I understood the predicament and most of its aspects. Now the situation has become much more confused, there and in my mind also.

It shouldn't have happened in Little Rock. Little Rock was a city long (twenty-five years) undisturbed by any serious racial difficulties. The stage seemed set for quiet and peaceful acceptance of integration. Soon after the Supreme Court ruling refuting the doctrine of "separate but equal", the Little Rock School Board formulated a plan—perhaps not the best plan, but an apparently workable one—for the gradual integration. This plan was explained before most civic and business clubs and organizations. There was no attempt to change, thwart or hinder the plan—until a very few weeks before integrated classes were scheduled to begin in September, 1957.

In the meantime, the city bus system had been integrated without incident or furor. In school board elections to fill two vacancies in the spring of 1957, candidates supporting the plan for integration overwhelmingly defeated ardent segregationists. The general tenor of opinion, especially among students, during this pre-integration period seemed to be that regardless of personal sentiments on the issue, compliance with law and court order was desirable. There was no effort made to organize any sort of white supremacy group until the summer of 1957. Even then, and after hasty test cases in a state court and the federal district court, there was no evidence that there would be any real trouble—until the unmistakable villain of the story, Faubus, moved. Through his manipulations public feeling was whipped up (not without consistent effort), and the basic issues were confused with unfounded fears and beliefs. In his defiance of the law, Governor Faubus gave a frighteningly dangerous stamp of approval to further open resistance. The effects of this can be seen not only clear across the South, but also elsewhere in the world.

Southern students in general, I believe, realize that the business of getting an education is too important to be foregone because of integration. If given the opportunity, most would return to integrated classrooms. The trouble within the school last year was caused by a small group of stu-

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Mississippian Considers Her State Among Anti-Integration's Hard Core

by Susan Downey

Mississippi is probably the most determined of the "hard core" states and probably will be the last to have integration. So far there has been no serious, organized attempt to enter a Negro child in the public schools. One Negro adult, Clenon King, tried to enter the University of Mississippi. Police took him to the state mental institution, where a band of psychiatrists judged him sane. This fall he planned to enter his child in the public schools but his wife took the children to Georgia. No other attempt has been made and there has been no agitation about integrating the buses.

I am firmly convinced that most

Mississippians would close the schools rather than see them integrated. Though many people would not want to see their children's education interrupted, most would prefer this state to integration. Mississippi has a law on the books like that in Arkansas, authorizing the governor to lease the schools to private corporations. If there is an attempt to integrate Mississippi schools, I am sure the state will try to carry these laws into effect. Mississippi will fight integration with all legal means and quite possibly with violence.

Morality and "Hate"

The people of Mississippi as a whole are strongly pro-segregation. Almost nobody believes that segregation is morally wrong. Even staunch Christians use Biblical quotations to "prove" that segregation is God's will. Many of the intelligent men and leading citizens of Jackson are members of the Citizens' Council which circulates "hate literature" stating that the Negro race is inferior and other similar ideas.

The reason for the great determination to prevent integration lies in a strong emotional fear of the results of integration. There is a widespread belief that the Negroes are an inferior race and that therefore integration would lower the academic level of the schools. There is also a stronger fear that integration of the schools would lead to social integration and then eventually to intermarriage. Many people and among them the more intelligent, believe that intermarriage would corrupt the "pure" white race and lower its level of intelligence. All of this fear and prejudice is influenced by the fact that a majority of Negroes in Mississippi live in slums with large families crowded into small rooms and without proper sanitation. Whites do not wish to mingle with slum people, especially slum people of another race.

White Supremacy

Then, too, there is fear that if all Negroes were allowed to vote the whites would lose their supremacy. They are determined to keep white pro-segregationists in office which would be hard to do if all Negroes were allowed to vote.

Mississippians feel that Northerners who don't understand the problem are trying through the N.A.A.C.P., which they think is communist, to force integration on the state. Many believe that Negroes would rather attend their own schools and churches. To some extent this is true, at least in the case of the churches.

Separate But Equal

Mississippi maintains separate but equal school facilities for Negroes, and most people believe there is nothing wrong in this. These facilities, at least in Jackson, are genuinely equal, but they are all in one part of town, and children from many sections must go there. Obviously this is not fair. However, Mississippi will continue to maintain its separate but equal policy as long as possible.

The strong emotional fear and prejudice against Negroes are at the heart of the integration policy in Mississippi. Until this fear and prejudice are removed, integration will be forced from outside and will almost certainly result in violence.

South's Reasoning Not To Be Ignored

by Betsy Levering

When the Northerner (and we use the term in the sense of "other than Southerners") takes time off from 1) the morality of segregation-integration, and 2) the effect on world opinion of the same problem, to consider with care and perhaps sympathy the "Southern" point of view, there are some exact distinctions he must make.

The first and most important of these is that proverbially fine line between reaction and reason: that is, between an emotional, conditioned response, and some real and relevant observation and use of facts. Unquestionably this distinction exists. However, it is meagerly recognized by integrationists, and therefore both the facts and their segregationist exponents are lumped with the emotional extremists. This is not to say that plenty of rationalizing does not go on: it does indeed, as witness any of the legal escape hatches. But there are realities that integration cannot afford to ignore in theory, and will not be able to ignore in practice—the great economic disparities, an exodus from the cities parallel to that in the North, a real and abiding fear of intermarriage, and the humiliation of hundreds of thousands of white farmers and millworkers who will be declassés.

Parenthetically, the last example is perhaps more than anything else at the heart of Southern resentment and defiance. The others, and there are long lists of emotional and actual facts, are often minimized by analogy with the North. But in the South, there exists a class distinction that follows the color line, and has little or nothing to do with income or social status. This distinction is, in fact, more one of caste than of class; if obliterated, there will be a large poor white population stripped of the pride of being white, faced with the reality of being poor. Of course, integration of the schools can at best make this a paper revolution but Southerners know, and some fear, that social actuality will one day follow legal right.

There is another important distinction to be made: there is a difference between the Southern attitude toward integration and that directed at the Supreme Court decision and its implementation. Many Southerners have known for some time that the Negro class (and this is again different from

Continued on Page 5, Col. 1

Four Indian Students Impressed By America's Great Friendliness

"We were expecting something very different," report the four Indian students now settled in the Graduate Center, "but though it is different, it is not so different as we expected." For one thing, everyone doesn't chew gum as they'd anticipated, and they haven't seen any rock and rolling in the few weeks since they arrived.

Radhika Jayakar, who is working in philosophy, and Neela Deshpande and Vinal Patel, economics students, are all graduates of the University of Bombay; while Anand Lakshmy received her degree from the University of Madras before coming to this country on a Fulbright to study education.

Since English is spoken exclusively in Indian schools from kindergarten on, all four speak it fluently. The Indian government is now making an attempt to revert to Hindi, which is a required course in many colleges, but most texts are still written in English, and it is difficult to find equivalent Hindu terms for many basic concepts.

The university system in India is modeled on the British and is far more impersonal than America's; moreover, a teacher shortage makes the smallest undergraduate class number around a hundred students. While some professors have studied in England, there are many eminent scholars who have been educated entirely in India. On the graduate level, says Anand, there is less difference—seminars are conducted on the same principle as the American ones. In general, the girls think students work harder here, where there is more check-on them and less concentration on exams.

Though villagers are lucky to graduate from high school in India, it is very common for girls in cities to attend college; and most of those who can afford to go, do. Since the usual age to enter college is fifteen or sixteen and since it is difficult to find jobs at that age, it has become accepted for girls to continue their education beyond the high school level.

The majority of those who go to college live with their families, though the universities do have hostels where students can stay. Hostel life is very restricted—students must be in by 6:30 every evening and are allowed very few nights away. Those who live at home conduct their social life within the family, and eventually their marriages are arranged for them. Dating is not unheard-of, but it is looked down on, except in large groups. The caste system, though no longer enforced by law, still holds great authority among the people; for instance, marriage between a Brahmin and an untouchable would be a calamity for the entire family.

American movies are an integral part of Indian city life. Tickets are bought in advance for the Sunday night performances, and everyone goes in his most elegant clothes.

Among the things the Indian students have particularly noticed

Little Rock

Continued from Page 3, Col. 3

dents directed by adults outside the school. Should these particular students be strictly dealt with, this type of trouble would cease.

What does the future hold? With Faubus, an ambitious man devoid of principle, holding the reins the road chosen seems to be a long obstacle course with destruction of public education as its end, unless people can throw off their blindfolds of prejudice and misunderstanding and call this disastrous ride to a halt.

since their arrival in America are the excellent roads and the convenience of transportation—in India, travel is extremely difficult. They are also impressed with the friendliness of Americans; as one remarked, "I don't feel out of place here."

President's Speech

Continued from Page 1, Col. 2

be doing better what we are already doing or are there major changes around the corner, hard for any of us to conceive?

The last year has put education, learning, research in a dangerous place—on a pedestal. It is easy to be knocked off a pedestal and it's easy to fall off. You could make my picture absurd by adding that it is particularly easy for an egghead to roll off, but I want to draw your serious attention to the fact that some two years after the height of criticism of the egghead we have—not, to be sure, a direct reversal in the form of admiration for the egghead—but, what is more important, a new and wider interest in education of high standard.

We see this interest in parents, who not only want to know what their children are doing in school but want to have a part in deciding the program or even, in special cases, in teaching. We see it in students, who take for granted some form of education beyond the high school. We see it increasingly in business and industry with a great variety of programs to help support higher education. We have seen it this year in congressional action on bills supporting education and research, one of which I want to comment on later.

This new interest and support may permit us to gain in this race with time. It may, but only if we are accurate in judging our needs, and that means our goals, and able to make these clear to ourselves and to others.

Sputnik was a great achievement, and also a tremendous challenge to the United States. It is responsible for some of this new interest in education, and yet for the long term we shall strengthen education not through competition with any one nation, including Russia, but through providing opportunity for the development of individual talents in all fields and in relation to scholarship that is world-wide and needs that are world-wide.

A first report this summer of a study being conducted by Earl McGrath indicates that the curriculum of the liberal arts college has become increasingly directed toward vocation after college. That would not be true at Bryn Mawr probably, but every year I talk with students who are very much interested in a field of study which, however, they are about to relinquish because they do not know what they would "do with it" after graduation. It is easy, but of course not enough, to put the question in terms of what the field of study would do to the student.

I am very much encouraged by the rapid development of colleges and universities in the United States. I also believe that there are new and greater changes around the corner, beyond the point we can clearly see.

Those changes will be made in a time of mounting dangers and pressures in the world. Throughout we shall have to remind ourselves again and again that education is concerned with the development of talent in all fields, that scholarship has its own ends and is valid only in achieving them and that the student like the scholar must be free to set his own goals. To do otherwise is to roll right over to the edge of that pedestal.

Listings of Awards For Graduate Study In Recent Directory

Complete information on how to obtain graduate study funds, ranging from \$200 up to \$10,000, is now available in the second volume of the World-Wide Graduate Award Directory. Over 250 universities and foundations from almost every State, and over 100 foreign universities have sent information to be included in this new volume.

Among the awards are many that have gone begging in former years because qualified applicants didn't know about them. This guide to graduate study awards is published annually by The Advancement and Placement Institute to provide the needed communication link between administrators of assistance programs and potential candidates.

This Directory is the only comprehensive global compilation of graduate awards devoted entirely to American scholars, educators, librarians, scientists, and social scientists. Volume II presents completely new and additional data from Volume I which was published in 1957.

Current information about the fellowships, assistantships, scholarships, loans, prizes, and self-help programs includes candidates' prerequisites, place of application and descriptions of the study programs.

Copies of both volumes of the World-Wide Graduate Award Directory may be examined at many graduate schools, university placement or dean's offices, libraries, or may be ordered from the Institute, Box 99H, Greenpoint Station, Brooklyn 22, N. Y. The price is \$3.00 for each volume or \$5.00 for the two volumes.

The Advancement and Placement Institute, a non-commercial professional and advisory service in the education field, has been publishing the monthly, non-fee teacher placement journal, Crusade, since 1952. The Institute also issues the annual World-Wide Summer Placement Directory, a comprehensive guide to summer employment for college students and educators.

Engagements

- Anne C. Hobson '56 to George C. Freeman, Jr.
- Lyn Kuper '59 to Thomas Tweedie, Jr.
- Karen Carlson '60 to Todd Haberland
- Emy DeMolin '60 to Paul Aiken
- Katherine J. Kohlhas '59 to Charles Knight
- Lynne Kaplan '59 to Morris J. Zusman

Marriages

- Ilana Diamond '60 to Emil Hubschman
- Cynthia Holley '60 to W. G. Taylor
- Faith Kessel '59 to J. H. Jaffe
- Jane Lewis '59 to Gordon Gerson
- Lois Newman '59 to Franklin Singer
- Helen Niemtzwow '60 to Dr. S. V. Berger
- Roberta Pizor '61 to A. H. Waldman
- Elisabeth Serkin '60 to E. V. Ludwig
- Frances Sherman '59 to Kenneth Goodenday
- Constance Denis '58 to R. Philip Knauff
- Cynthia Stone '60 to Jerome Klinman
- Pamela Thompson '60 to S. Deas Sinkler
- Ann Vanderpool '60 to J. J. Pollitt
- Clelia Wood '59 to P. K. C. Zavits
- Sue Ziman ex-'61 to

Events In Philadelphia

PLAYS:

Comes A Day—Judith Anderson, Arthur O'Connell, Brandon de Wilde, opened Monday. Forrest. 8:00 p.m.

The Girls in 509—Namely, Peggy Wood and Imogene Coca. This comedy leave the Walnut Saturday eve. 8:30 p.m.

The Man in the Dog Suit—Comedy with Jessica Tandy and Hume Cronyn succeeds The Girls October 13.

MUSICAL EVENTS:

See Arts Council's What's On.

FILMS:

Dunkirk—War, at the Arcadia.

Gigi—Lerner and Lowe musical with Leslie Caron at the Boyd, only until the 19th.

White Wilderness—Walt Disney's latest in the "True Life Adventure" series. The Goldman.

Rooney—Barry Fitzgerald in a romantic comedy. Green Hill.

South Pacific—at the Midtown, in Todd-AO.

Damn Yankees—Randolph has B'way success, with Tab Hunter, Gwen Verdon.

A Man Escaped—A French POW film, English dubbed, with Francois Leterrier as the prisoner. Spruce.

Cat on a Hot Tin Roof—Elizabeth Taylor and Paul Newman, Stanley.

The Defiant Ones—Major psychological drama about two men, Negro and white, chained together. Tony Curtis, Sidney Poitier, at the Stanton.

The Reluctant Debutante—Harrison and Kendall in socialite comedy. Trans-Lux.

A Streetcar Named Desire—Vivien Leigh, Marlon Brando. Viking.

The Night Heaven Fell—BB in another. World.

Earl Engle
Barbara Gambrell ex-'61 to
William Murray

Births

- To Mr. and Mrs. Newton Ivan Steers (Nina Auchincloss Steers '59) a son, Newton Ivan III.
- To Mr. and Mrs. Peter Renner (Nancy Fairbank Renner '59) a son, Matthew.
- To Mr. and Mrs. Lorenzo Milam (Clare Marx ex-'60) a daughter, Kevin Eliot.

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Virginian Views Southern Reasoning

Continued from Page 3, Col. 4
 "race") must advance toward that middle economic status currently being deplored by the sociologists, if only to provide a market, and an excellent one, for the new manufactures of the South. This advance implies integration in one of the most important areas of human contact, that of occupational challenge and competition. There is real reason to believe that this particular integration has been slowed by legislated integration at another point of possible contact. Some Southerners who approve of, or acquiesce to, the principle and practice of integration, question the wisdom of the form that aspiration is taking, and painfully watch resentment build up. The bandied slogan, "You can't legislate social justice," is partly rationalized defense, partly a natural annoyance (or worse) at being the object of corrective enactment.

These words "legislate" and "enactment" are exact in that the "Topeka vs. Brown" decision was a policy-making one. Policy-making is a proper function of a court, but one often underplayed, as is the executive function. Because this decision is of great importance, and because the policy-making functions of a court are here in bas-relief, the South even feels some cause for complaint on quasi-legal grounds. The feeling that the Supreme Court was using its powers to or past the limit gave rise to the bills introduced in the last session of Congress aimed at stricter and more limited definition of these powers. Of course, the fact that in the past the Supreme Court has been badly wrong—that is, out of step with changing social conditions, and with the concurrently changing ideas of what is "right" or "wrong"—is part and parcel of the anti-Court argument. Indulging in understatement, this

is an incredibly complicated subject. With it all, the violence, the ugly absurdities, the force, Southern arguments must and should be weighed as arguments, Southern reason is quite often reasonable, and in specific cases, action has been temperate.

Movies

Bryn Mawr—Wed.-Sat.: **This Happy Feeling**, Debbie Reynolds; **The Naked and the Dead**, Aldo Ray.

Sun.-Mon.: **The Goddess**, Kim Stanley; **A Time to Love**.

Wed.-Mon.: **Indiscreet**, Ingrid Bergman, Cary Grant.

Wayne—Wed.-Sat.: **A Certain Smile**, Joan Fontaine.

Ardmore—Wed.-Sat.: **Twilight of the Gods**, Rock Hudson.

Sun.-Tues.: **Wind Across the Everglades**, Gypsy Rose Lee; **Ride Out Revenge**, Rory Calhoun.

Record Library Expands Facilities: Uninterrupted Music for 25 Years!

by Ellie Easton and Anne Farlow
 Co-chairmen of Record Library

In 1938, a generous gift from the Carnegie Foundation gave the college enough records to start a lending library. Under the auspices of Undergrad, this record collection in the West Wing of the Library now numbers over 1,800 works, at least one-third of which are on long-playing records.

Membership in the Record Lib-

rary is open to anyone connected with the college, and entails only registration with Mrs. van Hulsteyn at the West Wing desk, and the payment of a dollar (which may go on Payday if you wish). Aside from a plea to treat the records as you would your own, the rules governing the Record Library are:

1. All records must be signed in and out at the Librarian's desk, and only when the Librarian is at the desk.

2. Records may be kept seven days. Fines of five cents per record per day will be charged for overdue records. Only two recordings at a time may be borrowed, with the exception of single 78's, five of which may be taken at once. Money accumulated from membership fees and overdue charges does towards the purchase of new records.

We have just bought more than twenty new LP's which will be in circulation soon.

Your suggestions and, of course, your dues and fines are more than welcome!

Token Integration

Continued from Page 3, Col. 2
 tions will accomplish the same good as evaluative integration procedure, and bring it about sooner. We do well to remember there are two races to be freed; that before the Negro enjoys the full rights of citizenship, the white man, all over the United States—must be freed from an insidious prejudice that catches the wisest off guard. A war and two Amendments were only the first steps in freeing the Southern Negro, and in some places he is still as much enslaved mentally and spiritually as he was a century ago. He must be freed first from his own complacency, then in the minds of his fellow citizens. This will be achieved as much through education of the prejudiced as through education of the victims.

Much good was being done in this respect before the first Supreme Court decision by a process that may be described as "thawing out." Border States having not quite the same problems as those of the deeper South were making a great deal of quiet progress. Baltimore, Maryland, is perhaps the best example. In Virginia, however, where signs of thawing were becoming evident there has been a complete reversal, since Faubus made a political issue out of his state's struggle. The great tension created by the focus of attention on the South has caused blocks to be erected which will be long in coming down.

True freedom from this bane rests in the achievement of a unique degree of "color-blindness." But in this generation that quality will be hard to adopt even for the Northerners of relatively unprejudiced backgrounds; for the antagonism between the races is second only to imminent war as the focus of the nation's attention.

The most valid study any of us can make now is one of our own attitudes. Unless we belong to the dedicated few who are called to work in the South for understanding and better race relations "The South" should not be the object of our beseechings or our invectives. The South struggles with practical problems different from those of the North, but not greater in terms of moral right and wrong.

Freshmen Plays

Continued from Page 1, Col. 1
 South have joined forces to produce a dramatic version of A. A. Milne's famous **Winnie the Pooh** stories, directed by Nan Jamieson and advised by Sarah Bosworth '61.

Saturday night gets off to a merry start at 8:00 with Denbigh's **Let There Be Farce**, with Mimi Gisolfi as advisor, a play of which its director, Katherine Yablonsky, says only, "It's full of surprises." Nothing could be farther removed from this than Yeats' poetic **Land of Heart's Desire**, the story of a young bride tempted from her husband by fairies, which Pembroke East will present, directed by Agnes Money and advised by Catherine Lucas '61.

Kate Evans and Cisca Duran-Reynolds '61 are advising Pembroke West's **The Dear Departed**, a satirical comedy by Houghton, directed by Peggy Hartley. Finally, to finish off the evening, Rockefeller is presenting Noel Coward's "sophisticated farce", **Fete Gallante**, with Kate Niles and Penny Eldredge '59 as director and advisor.

Faculty Additions

Continued from Page 1, Col. 5
 pects of His Political Thought.

Returning to Bryn Mawr from Johns Hopkins University, Rene N. Girard has joined the faculty of the French department as a visiting lecturer. M. Girard taught at Bryn Mawr until June, 1957. Marcel M. Gutwirth of Haverford College has also joined the French department as a visiting lecturer.

The Spanish department has added two more lecturers, also. They are Joaquin Gonzalez-Muela of the University of Manchester, England and Mrs. Edmund King of Brown University.

Horace Alwyne, professor emeritus of music, who has been John Hay Whitney Professor for the past year at Grinnell College in Iowa, rejoins the department of music.



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Biology Building

Continued from Page 1, Col. 4

Microbiology Lab, Isotope Lab Counting Room, Glass Blowing Lab, Isotope Lab, Animal Room, Green House, and innumerable Research Labs to name a few.

The student lounge to which the students can go to relax or to read the latest scientific journals is tastefully decorated in modern decor. While this lounge is not luxurious, Miss Gardiner emphasized that it is very comfortable as well as functional.

In the more scholarly vein, the main lecture room is built on a slope, enabling all students to see; this arrangement also facilitates the showing of slides or movies. Because this well-illuminated room is windowless, it is also air-conditioned. The first year biology lab, according to Miss Gardiner, has been proportioned like MIT labs. The benches in the first year lab are unique in that they have slots in which the dissection trays are stacked; she pointed out that this was an invention of the department. This particular laboratory is considered by the architect one of the best designed rooms in the building, Miss Gardiner added.

The new building also features some new equipment: two sterilizers, which resemble small bank vaults, a laboratory dishwasher which permits more sterile test tubes, a 5°C and 15°C room which is large enough to work in, and a cage-washer which is used to cleanse the animals' cages. The animals (rabbits and mice) have their own new quarters; unlike those in Dalton where they were exiled to the top floor, they now live in "air conditioned splendor" with their own private entrance in the basement, Miss Gardiner revealed.

The greenhouse, which is a prefabricated structure, has a miniature pond in which there are at

present some small fish and some pond greens. This room is unique in that any desired temperature can automatically be maintained through an elaborate system of louvers which open and close.

This new building, Miss Gardiner asserted, is very quiet and convenient since it was designed with a minimum amount of mechanical labor in mind. Most of all, however, Miss Gardiner emphasized that this new building was not designed to be a luxurious show-place, but rather to be a practical and functional center for the biological sciences.

The new building will be formally opened at a convocation on Saturday, October 18, 1958.

Current Events

Continued from Page 1, Col. 3

new power has just emerged from a period of great economic, political, and social change. The demonstration of the people last year against the government awakened and alarmed the Chinese communists who had fallen into relaxed liberalism.

In addition to these tangible changes, Mr. Kennedy added, Mao Tse Tung has become a leading personage in the communist world. He is considered to be one of the "patron saints."

In conclusion, the Chinese lack a powerful navy which, Mr. Kennedy believes, will prevent an attack on Taiwan in the near future.

Secondly, the United States is in a powerful position in that area of the Far East. Withdrawal of U. S. troops would mean the fall of the Nationalist government.

Thirdly, we are in an untenable position in Formosa. We should get out but cannot. On the other hand we must contend with an expansionistic China.

Northerner Visits Georgia

Continued from Page 3, Col. 2

have no desire to stir up the trouble which will inevitably follow, or because this is what they really feel. However, I seriously doubt that any underdog likes being an underdog. It is perfectly obvious (to me) that segregation denies equality, no matter what the claims for it may be, and where is the man that does not wish to be equal to other men? With this one belongs the next argument.

4. "At least they have a chance now to mix on equal terms with members of their own race? You think they feel inferior now? What are they going to feel like when they go to school with whites and have this shoved down their throats all the time?"

I have no argument for this one. It's true, and the Southerners will be sure to see that it continues to be true when integration is finally enforced.

5. "I guess it's hard for anyone who doesn't live here to understand. Sure, I know that they're equal to us and that they have just as much right to these things as I do, but the feeling's just sort of inbred in us—in them too. Intellectually I accept it, but emotionally I can't. It's like—well—inviting the streetcleaner to a formal dinner—it simply isn't done. It's sort of unthinkable. He wouldn't want to come either."

This is a pretty honest statement of how the majority of intelligent sympathetic Southerners feel. It's a genuine feeling, and it's this which has led many to say that the inferiority of the Negro must be a congenital fact—the white simply knows in his bones that it must be so, and I imagine that a good many Negroes must feel it in their bones too. It's useless to point out that a few cen-

turies of relationship such as has existed in the South would lead to just this. Leaders in India have exactly the same mixed feelings about their own untouchables.

I'll leave out the rest of the arguments, some of which verge on the ridiculous, and get down to what I consider to be the basic problem. It's easily stated in one word — miscegenation. Nowadays even Orvil Faubus doesn't stomp around crying "How would you like it if your daughter married a Negro?" In general (although this may be hard to believe), things are conducted on a more sophisticated level. However, although I cannot prove this with anthropological records, it does seem to me that people tend to fear and to hate other people who are different from themselves, especially when those people appear to present some sort of threat to them. The Negro is different because of his looks and the color of his skin, just as the Oriental is different. I do not believe that this hatred is part of the basic structure of mankind—vis the number of Japanese wives to go to some lengths to avoid the Korean affair. However, it does seem to me that the desire to stick to one's own race is a powerful emotional feeling. And it is this, I believe, that is back of all the trouble in the South—and the North—even though it is seldom mentioned either in the newspapers or in discussion. In fact, for some odd reason, people appear to go to some length to avoid mentioning the subject, even though (to me) all other arguments are merely subsidiary to this central fact. After all, it's pretty silly to bar anyone from going to school with anyone else—that is, it's silly if you ignore the fact that the integration achieved

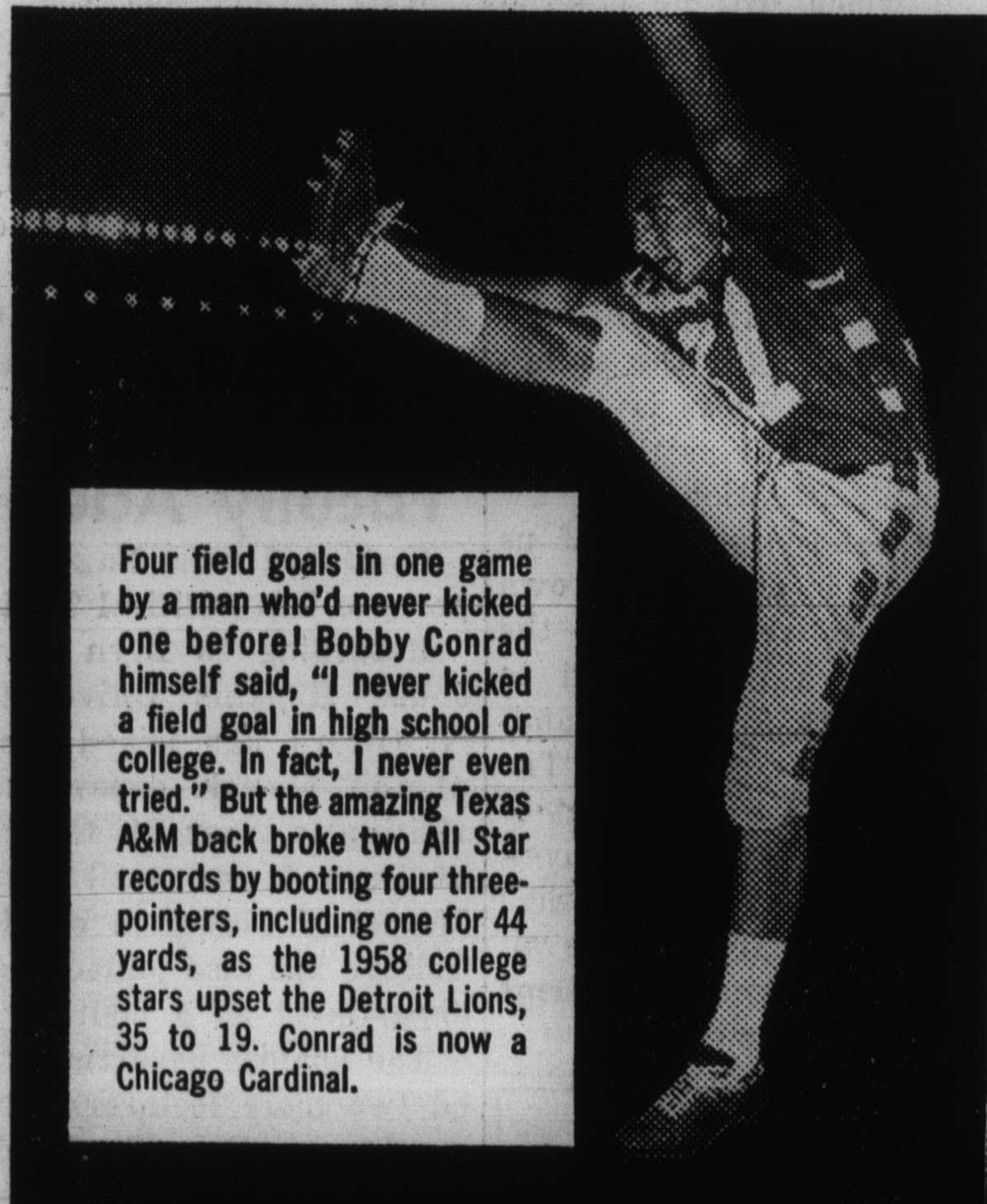
here will eventually lead to social integration and from there very probably to intermarriage. A cynical Southerner told me that the problem could easily be licked if all the girls, white and colored, were sent to one school and all the boys to another. "Voila—no fuss!" he said, and I tend to think that he's right.

There's no easy solution that's practicable though. When Atlanta comes to the point where she'll have to do something about integration (nothing has been done yet) there's going to be trouble, and that in no small degree, because Atlanta likes to think of herself as the leading city in the Deep South. She is honor bound to fight integration. Meanwhile, Atlantans will vote solidly Democratic in the elections, continue to read the newspapers, and hope that their turn will not be soon.

It should be mentioned again that the people with whom I talked were the so-called "intelligentsia," not the less-informed people. Also, that no matter how a Southerner may feel personally about the subject of integration, all of them are against the strong-arm methods employed by the Federal government in the case of Little Rock. The South has long been known for its stubbornness; actions such as this serve merely to inflame their pride and irritation. Wait till next year; I predict that you're going to hear a lot about Atlanta.

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