

The College News

VOL. XLIV—NO. 21

ARDMORE and BRYN MAWR, PA., WEDNESDAY, APRIL 22, 1959

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PRICE 20 CENTS

Big "New Moon" Shines Fri., Sat., In Goodhart Hall

The Maids' and Porters' Show, which in the past years has been given on the same week-end as Sophomore Carnival, has a week-end to itself this year, plus a dance, "Old Devil's Moon," to be held after the last performance on Saturday night, Friday, April 24, and Saturday, April 25, are the days set for the show.

Romberg-Hammerstein Creation

The play, "New Moon," is a Sig-mund Romberg-Oscar Hammerstein II musical, and includes such popular numbers as "Lover Come Back to Me," "Wanting You," and "Stout-Hearted Men." It is set in 18th century New Orleans during the French Revolution, and concerns several Frenchmen, aristocrats and otherwise, escaping the guillotine in France. The scenes are set in the city of New Orleans, on the boat *New Moon*, transporting brides to Martinique, and on an island.

Sarah Bosworth, director; Anita Dopico, assistant director; and Rhoda Leven and Pat Roberts, music directors, report excellent results from rehearsals with the twenty-five maids and porters in the cast.

Reserved Seats Available

Seats can be reserved for the Saturday night performance; both the Friday and Saturday night shows begin at 8:30. The Saturday night dance will be held in the gymnasium at 11 p.m., with music by Paul Sinclair and his band. Tables set up outside will enable participants to take advantage of the warm evening. Admission is \$2 per couple.

Sunshine Entices Many To Tri-College Activities

The participants of this week-end's festivities were greeted Friday morning by auspicious skies. Possibly, because the outdoors called, the jazz concert Friday night did not draw a very large crowd. The group which played, whose name is a mystery, began vigorously with a planned program, but as the audience began walking in and out, they became more informal and began taking requests. After the concert everyone went over to the Merion open house. The Bryn Mawr Octangle sang some of their new songs and the crowd alternated dancing inside with refreshments outside.

Freshman Parade

The parade of Freshman floats on Saturday began late because the chain at Pembroke Arch couldn't be moved. However, once the floats entered from the Deanery parking lot they were enthusiastically received. It was disappointing that only four floats entered the contest, but their entries were very amusingly done, especially the winning Merion with their "Guilty Cage," greatly improved by the addition of two Lower Merion policemen.

Carnival Next

After the parade everyone moved down to the Sophomore Carnival. The booths were very colorful, although a little the worse for the wind's wear. The most popular section was the sponge-throw "at your favorite Bryn Mawr girl." The auc-

Lectures in Prospect

THE STORY OF THE GAMMA RAYS—Dr. Lise Meitner in the second of three lectures here, to be given in the lecture room of the Biology Building, at 8:30.

THE FRENCH NOVELIST AS HISTORIAN—The French Journal Club presents John Lukacs on April 27th, in the Ely Room at Wyndham. Mr. Lukacs, of Hungarian origin, is Associate Professor of History at Chestnut Hill and La Salle Colleges in Massachusetts, and editor, translator and co-ordinator of a book on the correspondence between de Toqueville and Gobineau. His lecture will concentrate mainly on nineteenth century novelists and is taken from a book on Historiography that he is working on now.

Program for Parents' Day Will Include Address, Luncheon, Panel Discussion

The biannual Parents' Day will be held this year on May 2. The events of the day proceed from early morning coffee to late afternoon tea; a wide variety of activities fill the intervening time.

Coffee in the Common Room and a repeat performance of "La Swim Fantastique" by the Synchronized Swimming Club in the gym are planned for early arrivals. These events are scheduled simultaneously for 10:30-11:00. Faculty and student members of the Parents' Day Committee will attend the Coffee.

Mrs. Marshall To Speak

The program of the day officially begins with an address by Acting President Dorothy N. Marshall at 11:30. Mrs. Marshall's address, entitled "Your Daughter at Bryn Mawr," is reported to be a discussion of the philosophy of education at Bryn Mawr.

At 12:45 a buffet luncheon will be served in each of the halls, followed by a program of original songs from current class shows. The afternoon program begins at 2:30 with three faculty discussions

in three "areas": the creative arts, the sciences and the humanities and social sciences. Students are participating in the science panel and there will be displays of student work in connection with the discussion on the creative arts.

Tea To Follow

Following the discussions, tea will be served on Merion Green, with Maypole and Morris dancing for entertainment.

Ann White, chairman of the Parents' Day Committee, is assisted by Martha Stevens, who is organizing the singing of the show songs, and Nancy Porter, who is in charge of the registration of the parents in the halls.

Order of Events For Mayday

Morning

5:30—Sophomores get up and prepare coffee and doughnuts for seniors.

5:45—Sophomores wake seniors with waking song.

6:00—Coffee and doughnuts.

7:00—Seniors sing "Magdalen Hymn" in Rockefeller Tower.

7:15—Breakfast in designated halls.

7:45—All but seniors line up at Pembroke Arch. Seniors line up at Rockefeller Arch.

8:00—Procession to Merion Green begins. Maypole dancing on the Green. May Queen's speech. Mrs. Marshall's speech. Pembroke East juniors present pageant on library steps.

Lyric songs and scholarship announcements in Goodhart.

Senior Hoop Rolling in Senior Row.

Singing at head of Senior Row.

10:00—Scheduled classes.

* * *

In case of drizzle events will take place as planned.

IN CASE OF RAIN, THE PROCEDURE WILL BE ALTERED AS FOLLOWS:

Morning

7:30—Sophomores wake seniors.

8:00—Breakfast.

9:00—Assembly in Goodhart.

May Queen's speech, Mrs. Marshall's speech. Scholarship announcements.

In the afternoon, if it has cleared:

5:00 p.m.—Maypole dancing.

Hoop race. Pembroke East pageant.

After dinner, if clear:

May Day play in cloisters, followed by step-singing.

e.e. cummings Lectures, Attracts Capacity Crowds

by Deborah Ham

When Mr. Cummings read his poetry at the Boston Arts Festival in 1957, he was introduced by Archibald MacLeish with the statement that he had the finest lyrical voice of any contemporary poet. On Monday evening, Mr. Cummings gave ample testimony to this remark.

Professors Aided For Added Study

Two Bryn Mawr professors and a visiting professor were among the recipients of the Guggenheim Fellowship awards for the year 1959-60. Those recently honored are Dr. Rene Noel Girard, Associate Professor of Romance Languages, Johns Hopkins University, Baltimore, Maryland, and visiting lecturer at Bryn Mawr for the academic year 1958-1959; Dr. Mario Leon Maurin, Assistant Professor of French; and Dr. Lily Ross Taylor, Professor Emeritus of Latin, and presently at Harvard.

Dr. Taylor, who received her Ph.D. from Bryn Mawr, also served as Dean of the Graduate School. Miss Taylor was also acting professor in charge of the School of Classical Studies of the American Academy in Rome from 1934-35 and was Sather Professor of Classical Literature at the University of California, 1946-47. Miss Taylor is active in the American Philological Association, serving as their delegate to the American Council of Learned Societies. She has published many works in her field. Miss Taylor plans to study Roman politics in the last two centuries of the Republic, 220-44 B.C.

Dr. Maria Maurin received his Ph.D. from Yale University and served as an assistant instructor there before coming to Bryn Mawr in 1953. Mr. Maurin has published articles in *Yale French Studies*, Continued on Page 5, Col. 1

Even Goodhart's peculiar acoustics and a huge audience who seemed to be collectively threatened by the whooping cough, could not conceal this: he reads his poetry beautifully, and that's what his poetry is eminently meant for.

Reading Illuminating

There is a tendency to dismiss glibly his poems as being full of peculiar punctuation and unexplained capital letters, as if these characteristics were meaningless eccentricities and as if Mr. Cummings' chief distinction were typographical trickery. His reading did much to illuminate any "unorthodox" arrangement of words as they appear on the page. Often, specifically in "In Just," and "next to of course go america i," the "form" indicated the pauses and the emphasis—in short, how the poem should properly be read.

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Hav'd Glee Club To Sing At Home

The Haverford College Glee Club will give an unusual home concert on Saturday, April 25. Under the direction of Charles Ludington, who will be closing a very active year as guest conductor, the Club will present a varied program comprising works from Palestrina and Clemens non Papa through Samuel Barber and Paul Hindemith.

The pieces are from among the best received works the Glee Club has performed this year. The performance is at Roberts Hall at 8:30, and admission is free.

Emancipation From Popular Prejudice Vital To Feminist Rise, Says Scientist

In her first of three lectures at Bryn Mawr, Dr. Lise Meitner discussed the development of the status of the academically trained professional woman, a subject with which she herself has been intimately concerned for 55 years and one which she felt would be of particular interest to the Bryn Mawr student.

"The gradual development of the professional and legal equality of women," she said, "can be properly understood only if one remembers how many accepted customs had to be overcome in the struggle for their emancipation." The Bible may have contributed to the general discrimination of women by the role it assigned to Eve, while witch hunts took place because women were considered the embodiment of evil.

Beginnings of Movement

Though women had worked domestically and even in factories up through the Middle Ages, the history of the feminist movement did not begin until the French Revolution, when the demand for equality of men and women was first publicly formulated and discussed. By causing a break with traditional thinking, the theory of evolution gave further support to the ambitions of women, as did the Indus-

trial Revolution of the early 19th century.

The professional training of women encountered great opposition in nearly all professions and all countries. Nevertheless, there were passionate advocates, as well as sharp adversaries of their emancipation and education. As a result, the literature which grew up around the feminist movement is of great variety and of considerable value in understanding the conditions and attitudes of the time.

The struggle for the establishment of secondary schools for girls and for their admission to the universities took place mainly in middle class circles, and a great number of periodicals were dedicated to the problems and aims of the feminist movement.

Male supporters of female emancipation
Continued on Page 4, Col. 2

Notice

Please urge your parents to send registration cards to the Office of Public Information not later than April 25. This is important. Lunch tickets and tags for your parents will be put in your mailboxes by Saturday, May 2.

Notice

College Theatre is pleased to announce the election of the following officers for 1959-60: President—Nina Broekhuysen Vice-President—Susan Chaffee Production Manager—Nancy Myers Treasurer—Barbara Toan

THE COLLEGE NEWS



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We Need Expanded Religion Dept.

At the present time, Bryn Mawr has a Department of the History of Religion. Under this department the catalogue lists five courses: Literary History of the Bible; Comparative Religion (one semester); History of Christian Thought (one semester); Philosophy of Religion; Mediaeval Philosophy (one semester). Two of these courses are properly Philosophy courses; one is designed to fulfill a literature requirement.

Until Dr. Henry J. Cadbury left in 1934—or, properly, until Dr. Howard Brinton completed an interim appointment in 1937—the College had a chair in what was then the Department of Biblical Literature. For more than twenty years the Department has been more of a myth than a reality, supported by professors attached to other departments. The creation of the Rufus Jones Chair in Philosophy and Religion in 1948 changed the situation somewhat, but the double nature of the post obligated its holder to the Department of Philosophy.

It may be that the Department of the History of Religion is quite adequate for student needs as it stands. We think it is not. The deficiencies of the Department exist not so much in balance of content or area covered as they lie in an appalling disproportion between the number and size of the courses offered and the overwhelming importance of the subject matter.

It is incredible that anyone living in the Western World could pretend to have a thorough training in history, political science, philosophy, history of art, literature, sociology or anthropology or even the history of science without a solid acquaintance with the Judeo-Christian tradition, which is, whether we like it or not, our tradition. It is astonishing that our political scientists have not raised an uproar over the fact that Comparative Religion is relegated to a brief semester, when they must try to understand the nascent East, incomprehensible apart from its religions! Majors in History of Art are now strongly encouraged to take the Literary History of the Bible, not because it fulfills the lit. requirement, but because the Biblical tradition had a dominant influence on western art. Is it possible that any person can call himself educated unless he has studied the Bible—mean this, no matter how Fundamentalistic it may sound—comprehended the long and slow rise of the Hebrew nation, the growth and tendencies of the Christian churches and the attendant theological development?

We have been talking in terms of intellectual comprehension of the world in which we live, and this is certainly an indispensable function of training in the history of religion. However, we wish also to level a direct attack at a long-standing College policy: the delegation of religion to the position of an extracurricular activity. It seems to us that this stand encourages, even as Fundamentalism does, an emotional and uninformed religious growth. Religion, every one asserts, is a personal thing; but this "personal thing" is naked and unintelligible unless it is articulated in theology and understood in terms of a historical community. Is it not a proper function of a college to make this sort of rigorous discipline available to a student? If not, where else will she find it?

Essentially, we are asking for a full-time professor of the History of Religion; for expansion of the existing courses in the Development of Christian Thought and Comparative Religion; for one or more courses dealing with the Judeo-Christian tradition in a historical context, including a course in the Bible as a historical and theological document; for all this as a minimum. We are aware that it takes close to a half-million dollars to establish a Chair and expand library facilities; we also imagine that the College could manage this, if it were convinced of its primary importance. The Administration can and will only be convinced by student display of need and desire. We are therefore asking for comment and reaction; and, because we are convinced of the importance of this reaching-out, for action by the Curriculum Committee and the Religious Life Committee.

Government Subsidy of the Arts?

by Alison Baker

Several fairly recent events bring into focus a problem in the U.S. which has long been the concern of those directly involved—that of culture and its desperate struggle.

Two weeks ago in the Sunday Times, the Phoenix sent out a last plea and what looked like its probable death cry. This small New York City stock theatre is attempting to supplement the hit or flop glitter of Broadway with programs and productions both avant-garde and traditional, but consistently appealing to a small, intellectual seg-

ment of the city's theatre-going public. Such a segment, it seemed two weeks ago, was not capable of supporting a theatre, even when it was drawn from a large, relatively sophisticated city population and supplemented by private contributions.

Now, a bare week later, it seems that not only have good will and private enterprise enabled the Phoenix to exist a little longer, but the little theatre is embarking on a whole new experiment. The National Phoenix, a touring company, is being put on its feet, with

the idea that it will spread the gospel and contribute to the financial support of the Second Avenue theatre.

News of this resurrection is simultaneous with another event, the possible collapse of the Mannes College of Music, in the face of competition from the high-powered fund drives of big universities. Its loss would leave New York with vastly inadequate facilities for professional musical education.

The problem of the insecure state of American culture is crystallized into a clearly defined issue in an article in the New York Times Magazine of April 5, 1959.

In "A Plan To Aid Our Lagging Culture", Senator Jacob K. Javits of New York State proposes to introduce a bill in Congress providing for government subsidy of the arts. The proposal is revolutionary in the history of U.S. government, and as such is not likely to be passed in Congress for quite some time, if even considered. Nevertheless, Mr. Javits' article merits at least a discussion of the state of affairs which gave rise to it, particularly in the field where government subsidy is most urgently needed, that of the performing arts.

Certainly they don't form a picture of thriving national culture. Only in a few large cities is our cultural level comparable in its excellence to that of European countries. There are, of course, radio and television, which sweep the country with their programs. These programs, however, are sponsored by business concerns, which means that they must cater entirely to public demand.

It is this reliance on public approval which is the basis of the American cultural system: Broadway is filled with musical comedies, and the major orchestras repeat year after year an unvarying routine of a few Beethoven symphonies and favorite concerti. It isn't that there is necessarily anything wrong with this cultural fare, but just that it isn't enough, and leaves no room for experimentation and development.

There is, of course, the argument that the arts should be regulated entirely by public demand. However, this is a judgment which, though by no means invalid, is nevertheless rather hard to accept as the inevitable fate of culture in a democracy. For if left to public opinion, the arts would not even

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'Love of Physics . . . Not Feminist Movement' Spurred 'Odd' Studies, Says Dr. Meitner

In 1939 Dr. Enrico Fermi, a noted Italian physicist, bombarded a uranium atom with slow-moving neutrons; the result of this feat was surprising and, apparently, inexplicable. Barium, a metallic element with an atomic weight of 56, appeared in the remains of the battered uranium. It was a woman, Dr. Lise Meitner, then connected with Berlin's Kaiser-Wilhelm Institute, who first realized the implications of this astounding and highly significant find. The particle of uranium, whose atomic weight is 92, had been split roughly in half; accordingly, a huge, almost inconceivably large amount of energy must have been released.

In the heat of her discovery, Dr. Meitner was forced to flee Nazi Germany for Denmark. There she communicated her news to Niels Bohr who was himself in the midst of preparations for an exodus to the United States and Princeton. Bohr carried the findings of Dr. Meitner with him and, within a few days, the experiments which eventually led to fission and controlled atomic energy were underway.

Today Dr. Meitner is at Bryn Mawr, "happy to be in so charming a place" and eager to discuss the problems and delights of the professional woman. Few people are so well equipped for this task as she. In her 55-year career as a physicist, she has herself personally experienced the gradual ascent of the status of the academically trained woman.

"When I began to study," she said, "I didn't think about the feminist movement . . . I wanted to learn physics. Later I realized that the opportunity to study was a gift—given by the generation before me. I was prepared privately. There was no girls' school in Vienna that had the right to examine for ad-

mission to the University . . . when the time came we had to go to a boys' school. This was a little difficult because the teachers didn't know us—but, it was very exciting."

"I decided on physics as a child. I was six years old when I began to steal the mathematics books of my elders. . . . When I entered the university I was tempted by both math and physics. After one year I decided upon physics. Why?—I must confess—when I first began to study number theory I found it too abstract . . ."

"My family?—they were not surprised with my choice of study. It was my girl friends who did not understand . . . they were not much interested in science.

"I was never discouraged . . . I was always happy with my study."
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Errata

Two sins, one of commission and the other of omission, need to be corrected. In the last issue we designated Mr. Peter Bachrach an assistant professor of Political Science; Mr. Bachrach is an associate professor in that department. Secondly, the News failed to carry any mention of the Three College Concert. This was an inadvertent but inexcusable oversight on the part of the editor. Our apologies to Mr. Goodale and the Chorus, who participated in one of the outstanding musical events of the year.

Notice

Students are requested to turn in room applications for next year without further delay.

Letters To The Editor

Song Meets for \$\$\$ New Object of Wrath

To the Editor:

Some weeks ago, Pat Holland sent a letter to the News protesting the custom of fining students who did not attend the regular class meetings. Her contention was that interested students would attend these meetings in any case, and that the class is probably better off without the dead weight of those who come only to avoid paying the fines.

I should like to uphold Pat's position and to add a note of my own. Although I feel that meetings should not be fined in the first place, fined class song meetings seem to me to be the proverbial straw. My opinion may be somewhat influenced by the fact that I am a monotone, but I do find it annoying that in the middle of writing a paper, taking a nap, or studying for an exam, I should have to break off to go to a required song meeting at which I am more hindrance than help. It might be argued that the song meetings (and other meetings) come at a time when I should not be doing any of these things; how-

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Rejoinders to Antoinette Killip Letter Contend Students, Not Faculty Must Take the Initiative

April 15, 1959.

To the Editor:

I was surprised, and quite disturbed to read Antoinette Killip's letter in the April 15 edition of The College News concerning the faculty-student relationship at Bryn Mawr. Miss Killip has stated her case very strongly, and although many of her points are well-founded, she has overlooked some important details. As a freshman, I can answer this letter only with the experiences that I have had in one year at this school. Yet I feel it is sufficient grounds for judgment.

Miss Killip, in her letter, refers to the "impersonality and laissez-faire attitude which the faculty seems to have for the student." That it seems this way, rather than is this way, suggests more of a feeling and attitude which exists within the student, than anything else. I personally feel that it is the job of the student, rather than the professor, to make an attempt at personal contact. Often a student is very surprised when she approaches a professor who has hitherto seemed impersonal, and is

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To the Editor of the News:

Last week the News printed a letter criticizing the lack of a student-faculty relationship. I disagree with the ideas expressed in that letter. In most cases, it is true, the student does not get a chance to meet her professor socially, although hall teas have attempted to satisfy this situation, and, if a student is really interested, she may take the initiative via a tea invitation. However, is the dearth of such relationships really a problem? In my opinion, it is not.

Scholastically speaking, I have not come across one professor who has refused to discuss any question, academic or otherwise. It is true that the student does not have many opportunities to 'know' her professors unless she is taking a lab science or a seminar-type course. Most, if not all, professors have office hours when they are willing to meet with interested students. These meetings are up to the individual.

The Dean's office has always offered the opportunity for students to make appointments to discuss

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Bachrach Interview Evokes Student Response; Seniors Take Pro and Con

Bachrach's Theories Questioned

by Mary Ann Robbins

Before discussing Mr. Bachrach's ideas on teaching, I think it only fair to establish a few facts. First, I am involved in that static field of "dead languages"; the classics. Secondly, I am not at all sure I understand what he is saying, and if I do, that his ideas are so startling. This "sense of commitment and skepticism" need to be defined. Does he mean that commitment is social or intellectual? In Latin, "committo" means to "cause to come together." Is "commitment" here a special "general" term applicable only to social science, or does Mr. Bachrach mean it as the mental result of "sending together certain forces"?

I may be wrong, but I would deduce that, according to Mr. Bachrach, training equals "commitment and skepticism." From the point of view of my field, this equation is incomplete; it should read: X plus training plus ego equals a disciplined understanding. X is a corpus of facts which we assume to be true (after all you must accept something as true). In Latin, the facts are a series of texts which are accepted as authentic. First we must learn the language and how to read. We then apply this training to the text. A series of evolutions takes place in which training plus text plus personal reaction come into play and from which a disciplined understanding emerges. We may repeat this process innumerable times and each time the ego is different, thereby influencing the outcome.

Of course, some subjects of study do not immediately appeal to or excite some people. However, I don't think that immediate enthusiasm is a guide to what is affecting a student. We cannot be sure that at a later date the

material may not become important. The weekly grind of freshman comps does not arouse much enthusiasm, but, as many upper classmen know, the discipline was invaluable. Here, it is the process, not the end product which was "significant."

Mr. Bachrach twice uses the term "within a theoretical framework" in connection with analysis. What is this framework, the method, the subject, or the problem? Which aspect of the framework is theoretical: the method, the subject or the problem? The criterium of a subject seems to be that the student finds it "intellectually significant." Again, Mr. Bachrach should define his terms. Does the student recognize that an idea or what-have-you is significant in the field of study or to the student himself?

I had supposed that, at least in my field, undergraduate study includes covering the broad aspects of a field, to lay the basis for specialized study later. The student body comes from such varied experience and educations that it seems necessary to give them some common knowledge, at least in the first year courses. Again, perhaps the nature of political science does not presuppose such information.

Within my department, the only one which I know, there is no evidence of a hidebound policy against change. No course covers the same material any year, and, I imagine, no professor teaches the same subject matter with the exact same emphasis each time he teaches it. I also wonder whether Mr. Bachrach has ever sat in on a curriculum committee meeting. What are these "so-called impersonal forces" which cause institutional change. They must refer to a terminology particular to the social sciences. I invite Mr. Bachrach to define his terms and discuss them further.

Student Comments Upon Bachrach's Precepts

by Rita Rubenstein

Whatever purpose this may serve—whether it is a Senior's April paroxysm "prior to the advent of . . .", which somehow enshrouds it in spiritual overtones, or simply one student's reaction to Mr. Bachrach's recent statements on teaching—if nothing else it may invite personal resolution of troubling ambivalence.

Mr. Bachrach proposes and laments. What he asserts is the moral commitment to learning, the total involvement of a student in a particular subject, its framework and methodology, the problematic, analytic approach. He rejects the superficial passive "exposure" to a sphere of knowledge, the farce of assuming that temporary memorization or reiteration on paper is testimony to the fact that a student has been affected by the subject or has gained insight into

its processes and values. What thoughtful progressive individual, aware of the difficulties that beset both learner and teacher, could question these tenets? As for myself—Mr. Bachrach's assessment of the active and meaningful learning process rings true; I have experienced the somewhat less than significant "exposures" to spheres of information.

Remaining to be determined, then, is to what extent Bryn Mawr, in its philosophies and approach, actually satisfies the requisite definition. To what extent is this meaningful knowledgeability fostered?

At the outset one is immediately struck by the unenviable nature of the critic's role. Notwithstanding enthusiastic assent to the theoretical propositions, aren't there inherent disadvantages in even attempting to grapple with the exposition of a moral approach? Shades of a critique on motherhood—the brand of sinner, philistine is of easy application. Secondly, crucial points in Mr. Bachrach's analysis are somewhat ambiguous. For example, when he rejects "covering the ground", one of two methodological means he sees available to the political scientist, are his remarks applicable solely to his own field or do they have general relevance for the social sciences? And by "covering the ground" does he allude to the prosaic summarization of readily available material or does his indictment include the interpretive synthesis as well, which surely provides the "covering the ground" function, but more importantly abstracts significant trends from a morass of factual detail? The latter is in essence the *raison d'être* (with which I am in agreement) of History at Bryn Mawr.

While few would quarrel with the ambitious ideal presented, the problem bears further consideration, another slant. One wonders whether Mr. Bachrach has not presumed a greater degree of sophistication than actually exists. Can one simply ignore the lack of preparation for this mature approach to the humanities? The watered down curriculum of most of the secondary schools (the authority for this is lacking—I am not fresh out of Conant's report) would seem to render many ambitious programs unfeasible. No, I don't approve of the survey sham, the "Neanderthal Man to Nato" bit, nor of a straight teacher-centered "covering the ground"

routine, at any time. The plea here is for supplementary discussion sections, providing the channel for interpretive remarks and the interaction of viewpoints. If such are currently operating at less than an optimum level, much of the time the weakness is the student, ingrown in her passive learning patterns, who is loath to verbalize, hesitant to assert herself and her opinions.

These remarks are not geared specifically to any one of the social sciences—certainly the method and approach must develop organically from the nature of the material. As for history (admittedly and unfortunately my major has been fulfilled by the very minimum of courses)—yes there should be a greater interest in the analytic, problematic involvement, greater emphasis on student-originated discussion. I feel the senior conferences have been only moderately successful; the weakness lay in the scope of the topics attempted. In bi-weekly, or even less frequent, two-hour sessions how can one begin to grapple with several centuries of history or the "concept of the state and the exercise of political power?" May I enter a plea for reevaluation?

Yes, a disturbing number of our courses are based on the concept of knowledge as a collection of facts, ideas and blocks of information that can be neatly collected by the students. And many of our professors persist in this teaching pattern, all the while aware of its failings and inadequacies. Often I am offended by their attitudes of condescension, their doubts about our ability to think creatively, to integrate our learning experiences.

Thus the ambivalence I mentioned originally. I am disturbed by the compartmentalization of knowledge, the narrow - assiduously - annotated - committed - to - memory - reiterated - in - a - book education, the studious but often unreal, unrelated approach.

I am disturbed by passive, unquestioning attitudes, by the belief in the eternally sacrosanct nature of the research paper as against more frequent analytic studies that would inlyte immediate rather than delayed synthesizing—that is, while the material is vital and meaningful and not some moment months later by way of rehearsal.

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Monroe Film Lags Despite Coquetries Of Brin Moor Girl

by Isa Brannon

The statements about Bryn Mawr in "Some Like It Hot," can easily be construed to form the core of the entire movie sequence. Marilyn Monroe, as most people know either first-hand or from reviews, plays a singer for an all-girl band. Tony Curtis plays three parts with some rather confusing overlaps. It is when he is masquerading as a millionaire that Marilyn says that she is a really rich socialite—"You know, Vassar, Bryn Mawr." It is not necessary to describe how she pronounced Bryn Mawr. Later, in introducing Jack Lemmon, whom she believes to be a girl, she tells her "millionaire" that "Daphne" Lemmon "went to Vassar while I was at Bryn Mawr."

Plot Further Explained

"Daphne" and "Josephine" are incognito for other reasons than trying to snow members of the girls' band and getting a free trip to Florida, although these are their primary objective. The direct cause of their exit from Chicago is their witnessing of the St. Valentine's Day massacre of 1929. Somehow this scene is not in keeping with the general comic atmosphere of the film. No matter how amusing the expressions of Curtis and Lemmon, or the consequences of the episode, this scene does not lighten the hearts of theatre goers. Nor does the eventual gang revenge appear to the movie goer looking for an evening of gay entertainment. The machine-gunner hidden in the huge birthday cake may be a clever stratagem, but in spite of the efforts of Lemmon and Curtis, the gory sight after the smoke clears is a shock to comedy seekers.

Situation Comical

Actually, the situation around which the plot revolves is a comical one; however, it could have been played up much more. It takes a special finesse for an actor to make the idea of men dressed up as women attractive and unusual. This finesse only showed up in certain scenes—remarkably when Marilyn was in "Josephine's" bed, or when Jack Lemmon was trying to expose the maneuvers of his friend.

By far the most light-hearted aspect of the movie was Jack Lemmon's romance with the "yachtsman," Osgood. "Daphne's" protestations that she wanted to marry Osgood "regardless . . ." were one of the high spots of the movie. "Some Like It Hot" should have been sustained on this high level rather than plunging the spectator suddenly into the rude world of prohibition.

Water Ballet Highlights Soph Carnival Activities

by Alison Baker

"La Swim Fantastique" proved itself one of the highlights of the Sophomore Carnival. To review it in the spirit of the event requires not only enthusiasm, of which I have plenty, but also a myriad of other energies, skills and virtues.

In their entirely original aquagraphy, the officers of the group, advised by Miss Yeager, complemented a lively and diversified selection of music with excellent ideas of characterization and visual patterning.

The performance of these numbers by the Bryn Marines made the difficult look simple and the almost impossible only slightly troublesome.

What's more, they stayed together practically all the time, with each other and with the music. In short, it was not only a fantastique swim, but also a synchronized one and full of spirit.

Show Begins

The show started off with a bevy of red and white costumed swimmers in a floating routine: "To a Wild Rose." With apparently effortless flat-backed floating, they drifted together in a kaleidoscope of patterns devised by Charlotte Pretty. It is true the rose had an occasional petal out of place, but the general effect was very decorative.

Dayle Benson, who next appeared as a solo "Pinocchio," was much the most expert of the swimmers, and very imaginative in arranging her routine to the tune of "Pop Goes the Weasel." Even under water she managed somehow to stay with the music, and went through a very

complicated series of stunts with perfect precision and timing.

"Red Shoes" was to my mind the most successful of the large group numbers, for which praise is due to Penny Morgan, its aqua-ographer. She co-ordinated a wide variety of stunts so that there were no perceptible lapses of interest and closed with a spectacular linked back dolphin. The performance and costuming, too, were very successful. "Toy Soldiers on Parade" was somewhat repetitive, particularly after most of the standard stunts had been exploited in earlier numbers, but enjoyably aqua-ographed by Julie Lathrop and well executed.

Solo Numbers

"Serenade of the Pagodines," another solo planned and swum by Dayle Benson, concentrated on its orientalism and hand movement. It was not as spectacular as "Pinocchio," but the swimming was very polished and fitted the lyricism of the music.

Next came the "Three Little Kittens," a very pert trio. With actually rather little stunt material, Charlotte Pretty composed a routine which made effective use of a few very simple gestures, such as the flip of a paw coyly splashing water to the side. The performers were full of spirit. The finale was a complex number illustrating the story and music of "Snow White and the Seven Dwarfs." All the swimmers exhibited not only excellent swimming but also good characterization.

Costumes were one of the biggest factors in contributing to the success of the show, the dwarfs particularly were delightfully multi-colored.

E. R. Murrow and Cohorts To Survey American Women's Higher Education

A special program dedicated to a survey of higher education for women will be broadcast over Station WCAU, Thursday, April 30, from 9:05 to 10:00 p.m. Called "The Educated Woman", this program will be narrated by Edward R. Murrow, with the participation of several noted college presidents, professors and alumnae.

Presidents Millicent C. McIntosh of Barnard, Mother O'Byrne of Manhattanville, Dr. Harry D. Gideonse of Brooklyn College and Dr. Harold Taylor of Sarah Lawrence will present the views on education which dominate the institutions they represent.

Also to be heard will be Dr. Lynn T. White, Jr., former president of Mills College and currently Professor of History at UCLA; Pulitzer Prize winning poet Archibald McLeish, teaching at Radcliffe College; Jerome Ellison, member of the faculty at Indiana University and author of the recent controversial magazine article, "Are We Turning Our Colleges Into Playgrounds?"; Eunice Roberts, Dean of Faculties at Indiana University; and sociologist Dr. Mirra Komarovsky of Barnard College and author of "Women in the Modern World."

In addition, a number of alumnae will discuss how their education has prepared them for their professional and personal lives. These will include Dr. Connie Guy-

on; Harriet Van Horne, radio and television critic for the New York World-Telegram and Sun; Janet Brewster Murrow (Mrs. Edward R. Murrow) and Mrs. Jackie Robinson.

Students in England, France and Germany will be heard commenting on their college preparation for life in their respective countries, and CBS News Correspondent Daniel Schorr will discuss the views of Russian women on higher learning and its functions.

Status of Women

Continued from Page 1, Col. 5

icipation are remarkably hard to find, while a considerable number of very respectable men have voiced strong objections to it. Their attacks upon feminism were directed partly against training for certain professions, partly in principle against any higher education for women. Books on the alleged "feeble-mindedness" of women were written by noted scientists as well as by fanatics. Strangely enough, almost as much opposition against higher education for girls came from various women's circles.

Women have achieved equality in different countries at different times. In most respects the United States was far ahead of other nations in this area, and its leading role has been greatly stressed abroad.

"Looking back," said Dr. Meitner, "I have the impression that the problems of professional women in general, and particularly those of academic women, have found fairly satisfactory solutions in the last 80 to 100 years." Nevertheless, though in principle nearly all male professions have become accessible to women, in practice things often look different; in England, for example, women teachers have just recently received the right to draw a salary equal to that of their male colleagues.

From her own personal experience Dr. Meitner can draw many instances illustrative of the extant prejudice against professional women. Once, after having written several articles for a popular science magazine under her family name, she was invited to contribute an article on radioactivity to a German encyclopedia. As soon as its publisher found out her sex, however, he indignantly withdrew his offer.

Even Max Planck, who eventually helped her begin her career in physics by giving her an assistant lectureship at his Berlin Institute of Theoretical Physics, was at first skeptical about the advisability of women in science. Because of such prejudice she was hindered from studying radio-chemistry for several years; despite this early opposition she eventually became director of the Physical-radioactivity section of the Kaiser-Wilhelm Institute.

This prejudice, she observed, is directed particularly against women in high-ranking posts in middle-class occupations. Whether because of lack of interested prospects or employer prejudice there are extremely few women in industrial executive positions.

It must be admitted, she continued, that some objections to women's professional work must now be considered seriously. The difficulty of obtaining domestic help presents a formidable problem to the career woman with children, as the double-duty of homemaker and professional person has often proved too great a strain.

At any rate, concluded Dr. Meitner—despite the controversy over homemakers in professions "we can no longer doubt the value and indeed the necessity of women's intellectual education—for herself, for her family, and for all mankind."

Earliest Editions, Scientific Opuses, Shown in Library

Now on display in the Rare Book Rooms of the Library is an exhibit representing scientific thought from the classical Greek authors to the eighteenth century. Printed volumes, mostly from the Goodhart incunabula collection, go back as far as 1474, which is the date of a book on warfare. They include such curiosities as old encyclopedias, the first printed editions of Galileo's works and Euclid's Elements, and the first book to use printed musical notes (*Practica Musicae*, 1496).

According to Miss Janet Agnew, head librarian, the collection has been arranged to show the progress of science from its beginnings in the mystical realm of astrology through astronomy, mathematics, botany, and medicine, concluding with the more recently developed science of chemistry.

The 15th century astrological-astronomical works are illustrated with pleasant little woodcuts showing the signs of the Zodiac. One of these books, the *Concordantia Astronomiae cum Theologica* (1490) is known to have been studied by Columbus. The geographical writings are especially interesting because of the old maps with which they are illustrated. The *Geographica Universalis* (a 16th century edition of Ptolemy's great work from the 2nd century A.D.) shows a big map of India Extrema, labelling such places as Russia Alba and Cathay with reasonable accuracy, but putting only a group of archipelagoes in the region of Japan.

Readers of the *Canterbury Tales* may remember Avicenna and Rhasis among the authors whom Chaucer says his physician had studied. A rare manuscript of Avicenna's *Canonis Liber Quintus*, dating from the age of Chaucer (1380) is one of the highlights of the collection. Written in the eleventh century, Avicenna's enormous book covers the entire field of Greco-Arabian medicine and was used as a textbook longer than any other medical work. Mohammed Rhasis is represented by a 15th century edition. According to the descriptive notice placed beside it, he goes down in history as the first man to distinguish between measles and smallpox.

In the related fields of botany and herbalism, there are several treatises, of which the most impressive is a big 16th century edition of *De Medicinali Materia*. The chemistry exhibit includes, besides Galileo, several 18th century English translations of the works of Lavoisier and Linnaeus.

Meitner Interview

Continued from Page 2, Col. 3

ies. . . . We were three girl students to 300 men. At first they didn't know quite what to do with us—after three years they became very friendly. . . .

"I have not fought for the right to study, it was the generation before mine. . . . for me it was much easier. Sometimes I did have trouble making people listen to things, but on the whole I had much good luck. Colleagues mean so much, and mine—Max Planck, Otto Hahn, Niels Bohr—were so very nice."

"I had just started to study physics when radium was discovered—I have experienced nearly the whole development of radio-activity from its beginning. . . . Talk about its consequences? NO, NO, NO! I never have. . . . I have always declined. It is too difficult a problem. . . . The Russian Sputnik?—European scientists think nothing of it. I was only a little unhappy because the Americans were so impressed. It doesn't matter. One has to be first. It doesn't matter who."

Government Support for Arts

Continued from Page 2, Col. 5

represent fairly the many gradations of taste and culture in the country, but be reduced to the expression of a dead-level majority.

As the situation now stands, there are a few big names in the spotlight with no competing and contributing talent visible below them. This, I think, is an unhealthy situation. A broadening of both the geographical distribution and the variety of program in the performing arts would be bound to stimulate the productivity of American culture and the cultural awareness of the American people. All this, however, is impossible without some form of financial support aside from public patronage.

System Lauded

Continued from Page 2, Col. 5

academic, social, and other matters. Most students will agree that the Deans have been more than generous with their time.

Most professors are engaged in some type of research or are in the process of compiling it for publication. They are as busy as, if not busier than their students. They are 'real' people, as most students realize once they have spent some time on this campus. They are willing to help find a solution to our problems, but only if we can think for ourselves.

In each case it is up to the individual to take the initiative. This institution's counseling philosophy is based on each student's individuality. The wardening system at Bryn Mawr is a good example of the system in action. The theoretical system is excellent. The other methods of counseling in the halls described in Mrs. Marshall's statement seemed restricted in comparison. Most students have become used to the system and take it for granted. In order to have it run well, great care must be taken in the choice of wardens and students. Even though there appears to be a re-evaluation of the system this year, it is functioning effectively and efficiently in some areas.

The question of what one is doing here and why is not to be answered by her professor, her warden or the Dean. The answer remains with the individual.

Sincerely,
Gail S. Lasdon '61

Senior Comments

Continued from Page 3, Col. 5

for a three hour blue book performance. I am disturbed by the antiseptic horror of change. But neither can I accept the "forget the facts" line of the Sarah Lawrence proselytizers, nor the scolding of lectures and texts by other experimenters, nor the "comprehensive culture" courses. Nor can I go along with Mr. Bachrach's anti-requirement proposals; I do believe in basic disciplines. In retrospect, I'm grateful for the enforced experience of Biology 101, for example—even those traumatic moments with formalized beastie. And, indeed, I do value the dedication and integrity of the scholarly researcher.

These remarks have not been descriptive of some vague indeterminate "they"—the weakness is undoubtedly in their all too subjective orientation. Who would deny the catharsis served by reflective appraisal? And as I have imagined myself undeniably affected by and involved in the Bryn Mawr intellectual process, so may these insights apply very directly. Regrettably it was because of Mr. Bachrach's undeniably cogent theories that this impromptu bit of free-swing critic-playing originally evolved.

The difficulties involved in governmental subsidy of the arts are fairly obvious. First there is the hazard of governmental control. Mr. Javits suggests an Arts Foundation, composed of private citizens and experts in the various arts, to attend to the channeling of funds. The only point of insecurity then would be in the actual bulk sum given to the project out of the annual budget, and this insecurity would still be less intense than that under which the arts now operate.

There is also the problem of selection. This function seems to me a crucial one, and its exercise is insolubly dangerous. Funds would obviously be limited, and it is hard to decide what specific groups are most deserving of support.

Ford's Activities

It is interesting to note that private enterprise has made a start in the direction proposed by Javits. The Ford Foundation has just given a grant to the New York City Opera Co. for a season of American opera, part of which will be devoted to a tour.

Nor is the government entirely new to patronage of the arts. Several U.S. theatre companies, orchestras and other groups have recently been sent abroad, their travel financed from the Federal budget. This has propaganda as at least its partial aim, an aim which would undoubtedly remain prominent—though, it is hoped, not at the cost of development and experimentation—in the event of more comprehensive government subsidy.

Impossible Partnership

Our society has shown that business and private enterprise cannot form a partnership with the arts which is entirely satisfactory to both. It would certainly be a happy day when the public found the events of the world of culture as vital as those of politics and sports, when prices and geographical distribution would admit of a larger involvement, and when the programs presented would have the vitality of experimentation and variety. This cultural awareness and productivity is obviously not something which can be legislated into being, but the fact that private enterprise has managed to keep alive a struggling culture seems to augur well for the results of a more widespread and organized subsidy.

Class Fines

Continued from Page 2, Col. 3

ever, I tend to keep odd hours as do many other students, particularly in times of academic stress (it is only fair to mention that I am currently going through one of those times). While I believe that it is a person's duty to attend meetings of committees or associations to which she has been elected, or has joined voluntarily, as she has presumably accepted this responsibility at the outset, there is not the slightest reason why she should be required to change her chosen schedule or part with her money because of class song meetings.

I feel strongly about this subject and am even considering a refusal to pay that part of my Payday bill which accounts for class fines. I mean this to be a gesture of protest rather than an act of rebellion. If others in the college have my opinions about this matter, I should like to hear how they stand.

Sincerely yours,
Alice K. Turner '60

Faculty Defense

Continued from Page 2, Col. 4

met with a warm and encouraging response.

Our faculty members are busy individuals. They have many outside commitments which take up much of their extra time. It should not be their job to approach a student in an attempt to develop faculty-student relations. This is the job of the student. Our obligation to the faculty is much stronger than theirs to us. If a student needs guidance, it is up to her to seek it. She cannot expect others to come to her.

In my first year here, I have found that one's relations with a professor can be of the most gratifying type. I have gained so much from these contacts with my instructors, that I feel badly that many students have not had the same opportunity I have had. However, I will admit that most of this experience came about only because I felt that it was worth the effort on my part to pursue this, and to assert myself properly.

One of the reasons for my choosing Bryn Mawr as the college I wished to attend was that it was small enough to afford the student opportunities to deal personally with her professors. With this in mind, and with the attitude that it is my responsibility to seek this, rather than wait for this to eventually come about, I have found no unwillingness or apathy on the part of the faculty in response to my efforts.

I hope that all students at Bryn Mawr will realize that it is they who must assert themselves if they have any desire to improve faculty-student relationships. When this happens, the situation which seems to exist can be improved.

Sincerely yours,
Janice Richman '62.

NOTICE

The Chorus is pleased to announce the election of the following officers:

President, Marian Willner; vice president, Audrey Wollenberg; secretary, Nan Sype; librarian, Jeannette Haines; assistant librarians, Lisa Moore, Barbara Moutrey.

Fellowships

Continued from Page 1, Col. 4

New Leader, nda Les Lettres Nouvelles. Mr. Maurin plans to do studies of the French writer Andre Soares, 1868-1948.

Mr. Girard received his Ph.D. from Indiana University and has also had several articles published in French Review and Yale French Studies. Mr. Girard plans to study the creative process in the novels of Stendhal, Flaubert, Proust, and Dostoevsky.

The Foundation was established in 1925 by the late United States Senator Simson Guggenheim in memory of his son. This year fellowships totalling more than one million, five hundred thousand dollars were awarded to 321 scholars and artists.

The Foundation's Fellowships are granted to persons of the highest capacity for scholarly research, demonstrated by the previous publication of contributions to knowledge, and to persons of unusual and proven creative ability in the fine arts. The Fellowships are designed to assist the Fellows to advance themselves to higher levels of accomplishment in their fields through carrying on studies for which the Fellowships are awarded.

Notice

The public information office is interested in seeing any slides students may have of campus scenes.

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SCM, Haverford Present Science Versus Religion

In a series of lectures and discussions to be held at Haverford in the next month, the relationship between science and religion will be re-evaluated by a number of people who are in a position to re-evaluate such things, and all those who are interested, qualified or not, are warmly urged to attend.

The series, planned jointly by the Student Christian Movement and several Haverford science students, will begin on April 30 at 8:00 p.m. with an address in the Haverford Common Room by John Archibald Wheeler. Dr. Wheeler, who brings the scientist's viewpoint to the discussion, is a professor of physics at Princeton and one of the United States' most distinguished nuclear physicists.

Theology will have an authority at hand in the return bout between science and religion the following Thursday, May 7, when J. V. Langmead Casserly will speak in the Haverford Union Auditorium at 8:00. Dr. Casserly, professor of Christian apologetics at The General Theological Seminary in New York City, will subject himself to a period of discussion following his address. He is a leading Anglican theologian who has an informed appreciation of scientific investigation and its implications for theology.

The third meeting, the most richly endowed with authorities, will be a panel discussion on the lucrative topic, "Does the universe include any reality other than that investigated by the sciences?" Contending with this huge question will be four professors from Haverford and Swarthmore and a minister from Philadelphia: Francis H. Parker, department of philosophy, Haverford, moderator; Ariel G. Loewy of the Haverford department of biology; Michael J. Scriven

of Swarthmore's department of philosophy; Robert L. Horn of the Bib.Lit. department at Haverford; and C. Richard Roelofs, Presbyterian minister to students in the Center City area of Philadelphia.

This final scuffle of activities will take place on Thursday, May 14, at 8:00 in the Haverford Common Room.

Talk To Be Given By SCM Adviser

by Suzanne Swan

"The Wise and the Vain" will be the topic of Sunday evening's Chapel address by Don F. Colenback, this year's adviser to the Student Christian Movement group at Bryn Mawr.

Mr. Colenback graduated from Yale University in 1956, and will return to the Yale Divinity School to complete work on a Bachelor of Divinity next year.

He is very much interested in the significance of psycho-analytic thought for Christian theology, the relationship between religion and culture, and intends to teach on the college level in religion and philosophy.

Movies

Anthony Wayne: Gigi with Leslie Caron, Maurice Chevalier—Wednesday & Thursday; **Hanging Tree** starring Gary Cooper and Maria Schell—Friday & Saturday.

Ardmore: Alec Guinness in The Horse's Mouth—Wednesday thru Saturday; Saturday thru Thursday, **World Dies Screaming** and **Date With Death**.

Bryn Mawr: Aunte Mame, starring Rosalind Russell—all week.

Suburban: Ingrid Bergman in Inn of the Sixth Happiness—all week.

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J. P. Mayer, Editor of de Tocqueville, Tells Reasons, Tribulations, of Editing

Mr. J. P. Mayer, General Editor of de Tocqueville's works, discussed three aspects of "Editing de Tocqueville": how he became interested in this author, the main problem of editing his works, and the importance of editing them.

"My interest was first aroused," began Mr. Mayer, "because of a political experience." Mr. Mayer wondered how a democratic regime such as the Weimar Republic could fall to pieces and become the prey of Hitler. To find an answer to this question, he went back to Marx's writings about the period from 1848 to the rise of Napoleon III.

Mr. Mayer, then, began to study Marx's contemporaries. One of them, de Tocqueville, had taken part in the events of this time and Mr. Mayer searched his works to find out how this period has affected our generation. "The more I read," asserted Mr. Mayer, "the more I became impressed with the solidity of his writing." Later, in 1939, he published a study of de Tocqueville and was soon after invited to become the general editor of a complete collection of de Tocqueville's works.

"No one foresaw the amount of material that would have to be edited." Mr. Mayer estimated that two-thirds of the 22 volumes would be composed of previously unpublished writings. At present eight volumes are completed and six to eight more are ready for print.

One of the many problems that had to be faced was the deciphering of de Tocqueville's handwriting. In one of his notebooks, for example, there was a reference to a Mr. Cotter, a British law expert. An explanatory footnote on this held up publication of the completed volume many months simply because no one could trace Mr. Cotter, de Tocqueville's poor handwriting having been misinterpreted. Another problem was the collect-

ing of material. In one particular instance de Tocqueville carried on a close correspondence with a close correspondence with a friend, Gobineau — important, because of the differences expressed between the two men. Although it was easy to find de Tocqueville's letters to Gobineau, it took two years to find Gobineau's replies.

Mr. Mayer then explained why he considers it necessary to edit and publish de Tocqueville. De Tocqueville foresaw the inadequacy of the political party in handling the problems arising from industrialization, and tried to formulate a new political science which did not depend on such a system. The present revival of interest in de Tocqueville has led to a study of his works in a search for answers to questions that cannot be explained by simple party politics.

One of de Tocqueville's two major works is the two-volume study **Democracy in America**, an account of reflections and observations made by the author during a trip through the United States. Volume One is still viewed throughout the world as a masterpiece of political writing. Although there are some misjudgments in this book, on most aspects it gives the reader "a wealth and profundity of interpretation and analysis."

Volume II, written five years later, is entirely different in nature. Mr. Mayer personally feels that this is the greater, and certainly the more mature, of the two. It is interesting to note that most of de Tocqueville's contemporaries rejected this book, many feeling that de Tocqueville "was soaring into the clouds." Modern critics have discarded this attitude and are now willing to give the French political theorist the esteem he deserves.

Coming — Music Of Mellow Cello

The Haverford and Bryn Mawr Arts Councils present a sonata recital on Friday, May 1, by Robert Martin (cello), Ruth Meckler (piano), and John La Montaine (piano). The concert is to be held in Roberts Hall, Haverford, at 8:30 p.m., a time designed not to conflict with the Bryn Mawr May Day play. Transportation will be provided.

Robert Martin, a Haverford student, is already familiar to Bryn Mawr concertgoers, who will undoubtedly hail this, his first sonata recital, with well-founded enthusiasm. He studies cello at the Curtis Institute of Music with Leonard Rose and Orlando Cole, and in 1955 was a soloist with the Cincinnati Symphony Orchestra.

Ruth Meckler is also not entirely new to the Bryn Mawr campus, where she played earlier this year in a recital of violin sonatas. She will graduate this month from the Curtis Institute, where she came in 1954 to study piano with Rudolph Serkin, and has given several solo recitals in the Philadelphia area as well as performing with the Detroit Symphony Orchestra.

John La Montaine will play the piano part in his own cello sonata, an early work. Recently, he won a Ford Foundation grant to compose a piano concerto which was performed in Carnegie Hall in November 1958.

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Tri-College Weekend Re-viewed

Continued from Page 1, Col. 2
disappointed that Jackie Mars' horse had been injured, but Kate Evans gave a very creditable solo show. The disappointment was helped by the hilarity of other riders in the informal classes. The most appropriate of these was the

lead-line contingent, when the girls led their dates around, trembling on calm steeds. When the rains finally came no one seemed to mind as it provided a good excuse to go home and recover from a very exhausting and gay spring fiesta.

Notice

Arts Council is pleased to announce the election of the following officers:
Chairman, Judy Polsky.
Chairman of Ticket Agency, Arlene Beberman.
Chairman of Arts Forum, Dee Wheelwright.

e. e. cummings Reading

Continued from Page 1, Col. 1
Whether or not these signs mean much of anything to anyone else is beside the point in a discussion of the poems' oral rendering by the author, but one thing is certain: no one after hearing the poems could possibly imagine them otherwise.

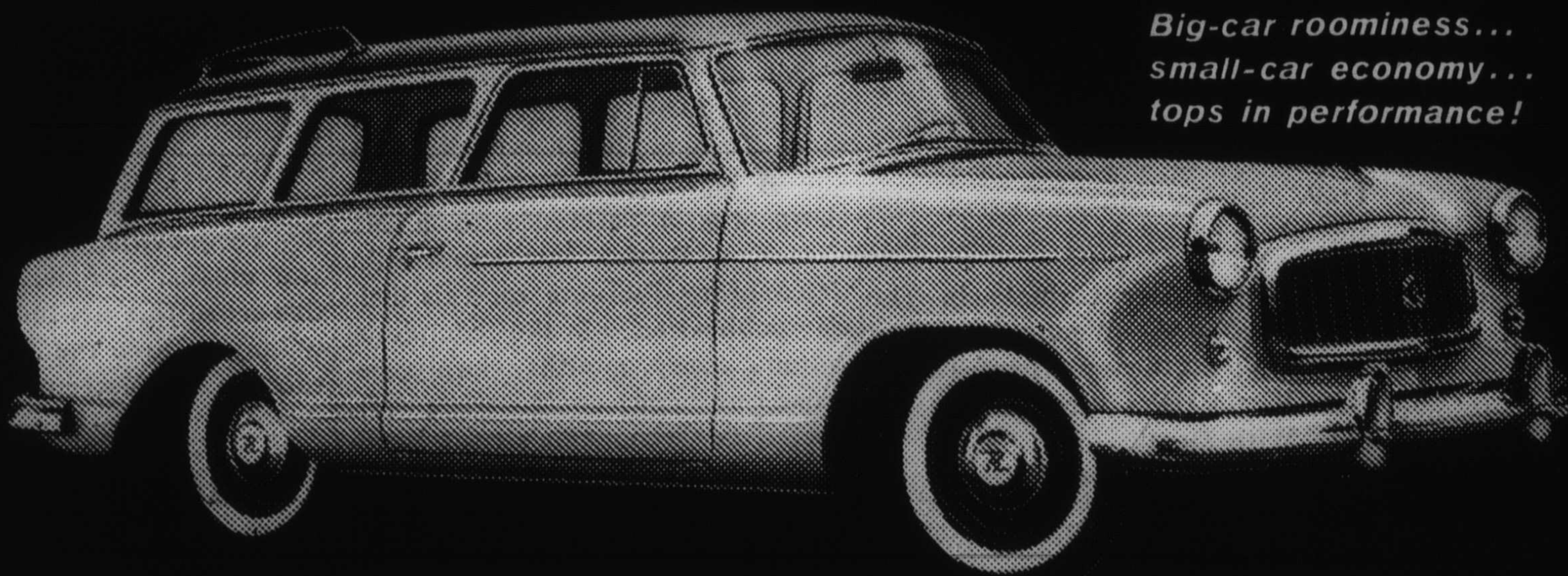
His selection included poems of the most straightforward pleasant sweet spring variety as well as several humorous - with - an - edge satires. In passing it could be noticed that the only single poem for which the audience clapped was the most distinctly barbed in an anti-patriotic way.



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LIGHT UP AND LIVE IT UP! 3 great cigarettes offer you 627 chances to win! So pick your pack—save the six wrappers—and get going! It's crossword puzzle fun and real smoking pleasure all the way!

ENTER OFTEN—HAVE FUN—AND WIN! But think carefully! This puzzle is not as easy as it looks. At first the DOWN and ACROSS clues may appear simple. There may appear to be more than one "right" answer. For example, the clue might read: "Many a coed will be given her best date's P--N." Either "I" (PIN) or "E" (PEN) would seem to fit. But only *one* answer is apt and logical as decided by the judging staff, and therefore *correct*. Read the rules carefully. **ENTER AS OFTEN AS YOU WISH.** Good luck!

RULES—PLEASE READ CAREFULLY

- The College Puzzle Contest is open to college students and college faculty members except employees and their immediate families of Liggett & Myers and its advertising agencies.
- Fill in all missing letters . . . print clearly. Use of obsolete, archaic, variant or foreign words prohibited. After you have completed the puzzle, send it along with six empty package wrappers of the same brand from L&M, Chesterfield or Oasis cigarettes (or one reasonable hand-drawn facsimile of a complete package wrapper of any one of the three brands) to: Liggett & Myers, P. O. Box 271, New York 46, N. Y. Enter as often as you wish, but be sure to enclose six package wrappers (or a facsimile) with each entry. Illegible entries will not be considered.
- Entries must be postmarked by midnight, Friday, May 29, 1959 and received by midnight, Friday, June 5, 1959.
- Entries will be judged by the Bruce-Richards Corporation, an independent judging organization, on the basis of logic and aptness of thought of solutions. In the event of ties, contestants will be required to complete in 25 words or less the following statement: "My favorite cigarette is (Chesterfield) (L&M) or (Oasis) because" Entries will be judged on originality, aptness of thought and interest by the Bruce-Richards Corporation. Duplicate prizes will be awarded in event of final ties. Illegible entries will not be considered. By entering all entrants agree that the decision of the judges shall be final and binding.
- Solutions must be the original work of the contestants submitting them. All entries become the property of Liggett & Myers and none will be returned.
- Winners will be notified by mail as soon as possible after completion of the contest.
- This contest is subject to all Federal, State and local laws and regulations.

25 SECOND PRIZES:

COLUMBIA STEREOGRAPHIC HI-FI SETS

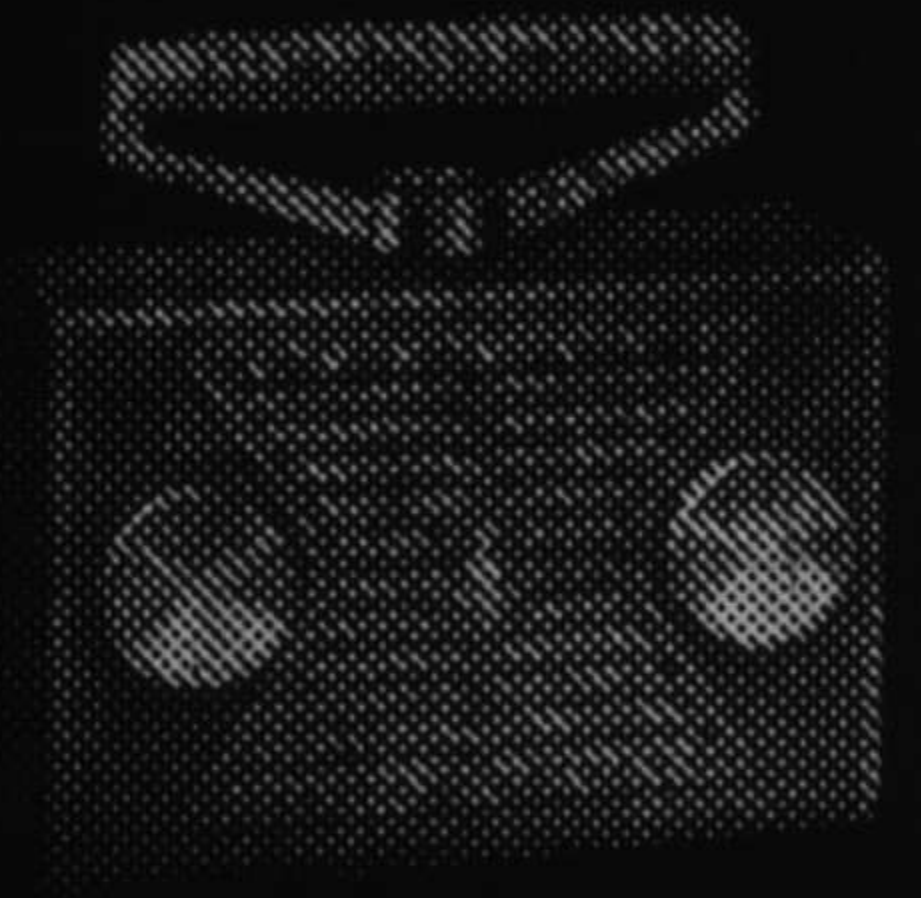
"Big Stereo" styled . . . engineered for the most exacting taste.



100 THIRD PRIZES:

EMERSON TRANSISTOR RADIOS

Packed with power . . . plays 1500 hrs. on 1 set of batteries



500 FOURTH PRIZES:

Cartons of America's finest cigarettes

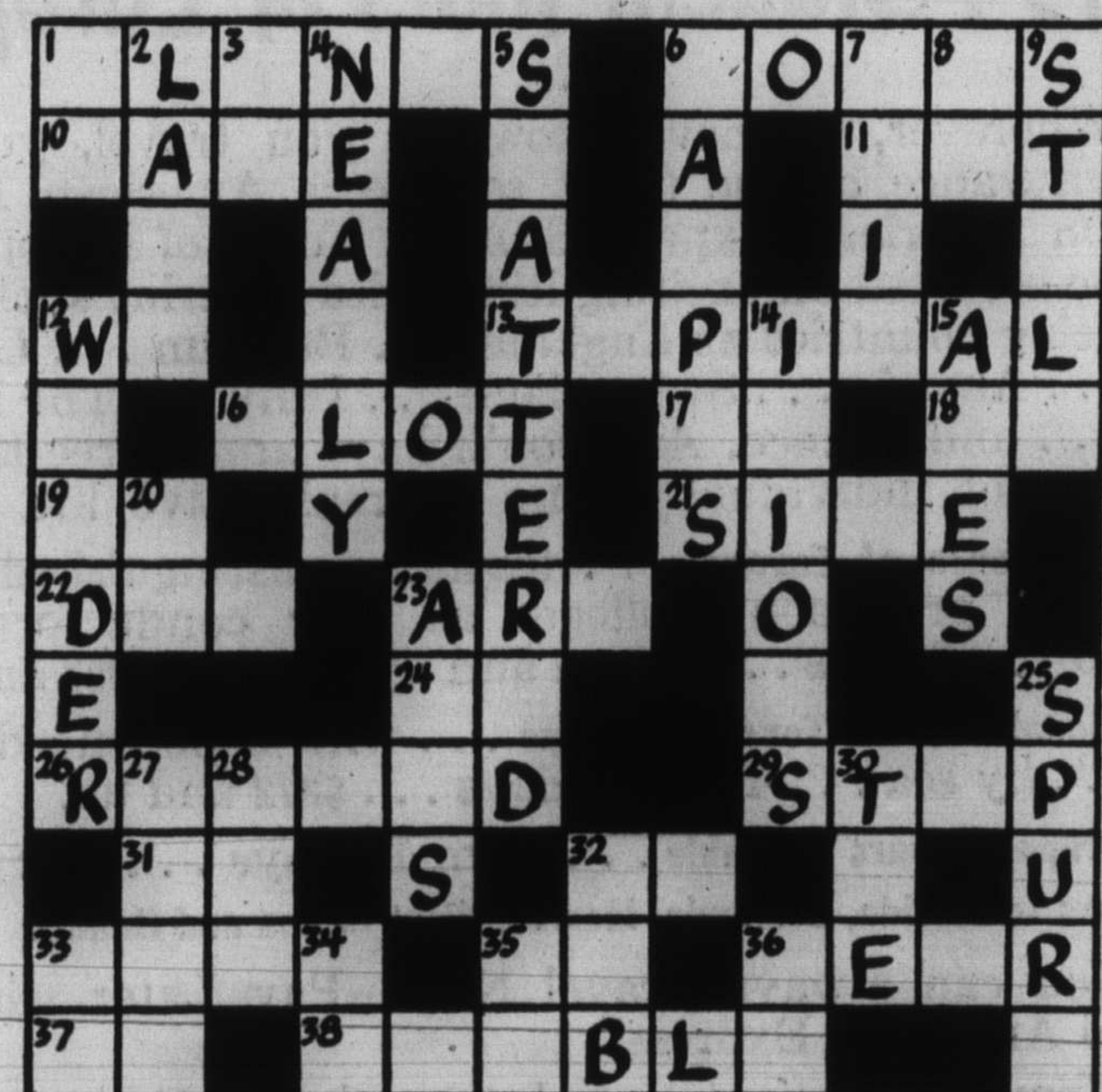
HURRY! ENTER NOW! CONTEST CLOSING MAY 29, 1959

CLUES ACROSS:

- These may indicate that a nation is prepared to wage war in the air.
- Some college students.
- When at Light up an Oasis.
- Sinking ship deserter.
- Plural pronoun.
- One expects discussions in a sociology class.
- A student's careless might annoy a short-story instructor.
- Initials of Uruguay and Denmark.
- Germanium (Chem.)
- Nova Scotia (Abbr.)
- It probably would count when you pick a horse to bet on.
- Sometimes a girl on a date must into her pocketbook to help pay the tab.
- The muscle-builder's may fascinate a poorly developed man.
- Chemical Engineer (Abbr.)
- Campers will probably be by a forest fire.
- When starting a trip, tourists usually look forward to the first
- At home.
- Literate in Arts (Abbr.)
- Familiar for faculty member.
- Associate in Arts (Abbr.)
- One could appear quite harmless at times.
- Reverse the first part of "L&M".
- What will soon appear in a bombed-out city.

CLUES DOWN:

- The beginning and end of pleasure.
- A rural can be inviting to a vacationist.
- Second and third letters of OASIS.
- When one is packed, it could be exasperating to remember a few articles that should be included.
- It would pay to be careful when glass is
- Grounds to relax on with a mild CHESTERFIELD.
- Author Ambler.
- District Attorney (Abbr.)
- A from Paris should please the average woman.
- An inveterate traveler will about distant lands.
- are hard to study.
- Stone, Bronze and Iron
- How Mexicans say, "Yes".
- All L&M cigarettes are " high" in smoking pleasure.
- May be a decisive factor in winning a horse race.
- Initials of Oglethorpe, Iona, Rutgers and Emerson.
- United Nations Organization (Abbr.)
- Golf mound.
- Colloquial for place where the finest tobaccos are tested for L&M.
- Poet Laureate (Abbr.)
- Filter ends.
- What Abner might be called.
- Bachelor of Education degree.



PRINT CLEARLY! ENTER AS OFTEN AS YOU WISH
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Name _____

Address _____

College _____

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