

The College News

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With Fine Unity, Claremont Quartet Reveals Mastery of Modern Works

by Ginger McShane, '63

Of the many laudable achievements of the Claremont Quartet, perhaps the most outstanding is unity. Their concert Wednesday sounded in general as if one mind controlled all four players. The entrances were precise and all the rhythms securely together. Even more of an accomplishment, the sounds were balanced—no one instrument stood out throughout in brilliance or volume of tone, each being equally capable of subduing itself to a subordinate part or coming out strongly with an important one.

Unfortunately, unity has its dangers, made manifest in the first movement of the Haydn Quartet (opus 74, no. 1) with which the program opened. All together, and of one accord, the performers were uninspired. Technically, however, the movement was excellent, and if it never quite got off the ground, even on the ground it was Haydn at his richest, and quite enjoyable.

In the next three movements the spirit improved considerably. The Andantino was lovely in its sweetness and elegance. The Menuetto might have been a little too languid but for the cello's vigorous oom-pah's, but its trio was lilting and warm. The finale was really lively, with runs, syncopation, staccato bowing and speed.

Violent Contrasts

In spite of the pause between numbers, the abrupt change to the Stravinsky Concertino for String Quartet had a temporarily stunning effect. A rapid crescendo from practically nothing to a series of vigorous fortissimo chords served to shatter entirely the smooth classical atmosphere created by the Haydn Quartet. But after the initial shock, which sounded very like chaos after the Haydn, the piece settled into a form—one of violent contrasts—through which it gathered force and eventually became thoroughly absorbing.

Perhaps it was the lack of any such form discernible on first hearing which made Webern's String Quartet, Opus 28 so hard to listen to. The piece was well performed, with energy and with obvious love, but between the abandonment of all traces of the harmony to which our ears have become accustomed and the failure to a large extent to use the possibilities of richness and beauty of tone of the four stringed instruments playing simultaneously, Mr. Webern seems to have lost also the possibility of giving to most hearers much immediate pleasure in listening.

High Point

The high point of the evening was Debussy's Quartet in G minor, Opus 10. Its harmonies were neither too old-fashioned for the modernistically inclined quartet to enjoy playing nor too far out of line with the old school of composition for the audience to enjoy hearing. It was not only the last two movements which were played expressively and with passion, as their titles directed—the entire quartet, from the quiet but rich opening melody to the nearly frenzied closing of the last movement, was performed with remarkable intensity of emotion, and was

correspondingly moving to hear.

The enthusiasm over this resulted in two encores. The first was the finale of Dvorak's Quartet in F major, a frivolous movement if ever there was one. With a delightful vitality the movement bounced by, resembling in its dotted rhythms and wide melodic range music for square dancing, so that it had a general effect conducive to mental, if not physical, foot-tapping.

Sensational Piece

The second encore was a piece dedicated to the Claremont Quartet by Mel Powell, one of America's outstanding contemporary classical composers. Mr. Gottlieb introduced the piece by saying that anyone who could stand the "delicate bombardment" of the Webern quartet could listen easily to this—a brief "filigree setting for quartet" which had created rather a sensation in the workshop lecture the Quartet presented earlier in the day.

The sensation was easily understandable. The piece used every sound available to the stringed instrument, from several kinds of percussive effects involving hitting the back or sides of the instrument with hands or fingernails, to a somewhat staccato effect achieved by bouncing the bow in a direction perpendicular to its normal line of motion, even occasionally to actual notes. It was spectacular and fascinating—but it left one question, at least in my mind: was it music?

Talk By Toynbee Considers Status Of Citizen Today

Last Tuesday evening, Arnold J. Toynbee, famous British historian and presently visiting lecturer in history at the University of Pennsylvania, spoke in Goodhart Auditorium on "Effective Citizenship Today." Mr. Toynbee contrasted the criteria for citizenship of the American Constitution and the British Reform Bill of 1832 with present conditions.

In the early days of the nation only those with income could be citizens with "a stake in the country." They also had experience of affairs and a sense of responsibility. There were also the notions that public affairs were rather simple and could be known by the people and that, therefore, the country could be run by the representatives of these citizens.

Mr. Toynbee believes that none of these criteria hold true today. We have universal adult suffrage. Few adults are economically independent. The self-employed are, in fact, considered to be somewhat second-class citizens. Public business is complicated far beyond the possible comprehension of the ordinary person.

The result of this situation is that the ordinary citizen looks for a savior or *deus ex machina* instead of taking the responsibility on himself. He knows that there are tremendous unsolved problems but feels incompetent to handle them, and, therefore leaves the problems for others to solve.

Mr. Toynbee also discussed the case of the majority of the

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Lecturer Douglas Cooper Outlines Birth of Cubism

In the first of the 1961 Flexner lectures on The Epoque of Cubism: 1906-1914, guest lecturer Douglas Cooper discussed "Early Cubism: Whence? Whither? And Why? Braque and Picasso." Mr. Cooper spoke in Goodhart Hall, Thursday evening, illustrating his lecture with slides shown on two screens in order to allow comparisons.

Cubism, he began, was born out of a distrust of the eye, a refutation of the idea that a picture should be a mirror held up to Nature. It overthrew the 450-year-old Renaissance tradition in which the eye took precedence over the mind; Cubism challenged the conventional treatment of color, form, light and line. Renaissance art recreated nature; Cubist art created a reality of its own bringing about a total transformation in the world's conception of art.

Scholarly Senior Obtains Marshall

The winners of the 24 annual Marshall Scholarships granted by the British Government to American students have been announced and among them is Bryn Mawr's Lois Potter, a senior English major who will next year attend Girton College, Cambridge to read English for a B.A. or M.Litt. The scholarships pay tuition, living expenses, with allowances for books and travel and are good for two years, and may in some cases be extended for a third year.

The Marshall Scholarships began in 1952 as a concrete acknowledgment of British appreciation of the Marshall Plan.

Only five women were winners. Harvard, Princeton, and Dartmouth led in number of winners; each had three.

Character, course of study, proposed institution of study, college attended in the United States, and career objectives are considered before candidates are chosen first by Regional Boards then confirmed by the Advisory Council in Washington, including the British Ambassador.

Back to Courbet

In 1911, Gleizes and Metzinger said, "To estimate the significance of Cubism, one must go back to Courbet though he was the slave of the worst visual conventions," a year later, Guillaume Apollinaire said, "Cezanne's last paintings and water colors belong to Cubism, but Courbet was the father." Mr. Cooper postulated a "chain of events" which led from Courbet in 1850 to Cezanne and then to Cubism. The realism in Courbet's paintings was due to the significance he attached to common objects; he had a "rational, down to earth aesthetic" and often sacrificed "beauty" to realism. The Renaissance tradition reached its culmination in Impressionism, exhausting the possibilities of the visual technique as the painted image became identical with the optical one. The future of painting, Mr. Cooper said, now depended on the creation of a new reality beyond that of the eye. Cezanne, using the mind and eye to catch "the permanent reality and the transient effect . . . extracted from the confusion of what the eye sees certain things representative of reality . . . which are comprehensible to the mind." The Cubist Braque, combining mind and eye, imposed his own visions of a scene on it when painting it.

Picasso

Picasso even in his earliest paintings was against naturalism and impressionism. In his works of 1906-7 (self portrait, two nudes) there is a sudden change of style, the appearance of sculptural effects and heavy modelling of forms defined by contours. These works, created in an emotion of detachment, were of a quasi-archaic appearance and exhibit influences from Gauguin, ancient Mediterranean and Negro sculpture. Picasso's Desmoiselles d'Avignon (1907) was, in art history, an absolute break with all that preceded it and was contemporary to it. This painting, lacking in a sense of perspective and logic in color, was never completed but in it the art

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Bree, Hutchisson, Lynes Present Different Viewpoints In College Conference on the American Intellectual

ELMER HUTCHISSON

Elmer Hutchisson, Director of the American Institute of Physics, gave the Bryn Mawr College Conference a scientific view of the potential role of the intellectual in contemporary society.

GERMAINE BREE

Germaine Brée, former professor of French at Bryn Mawr College and presently professor of French at the University of Wisconsin was the third and final speaker at the Alliance, League, Interfaith, and

RUSSELL LYNES

Russell Lynes, currently managing editor of Harpers Magazine, was the first of three speakers to discuss "The Role of the Intellectual in Contemporary American Society" at the Bryn Mawr College Conference, April 8.

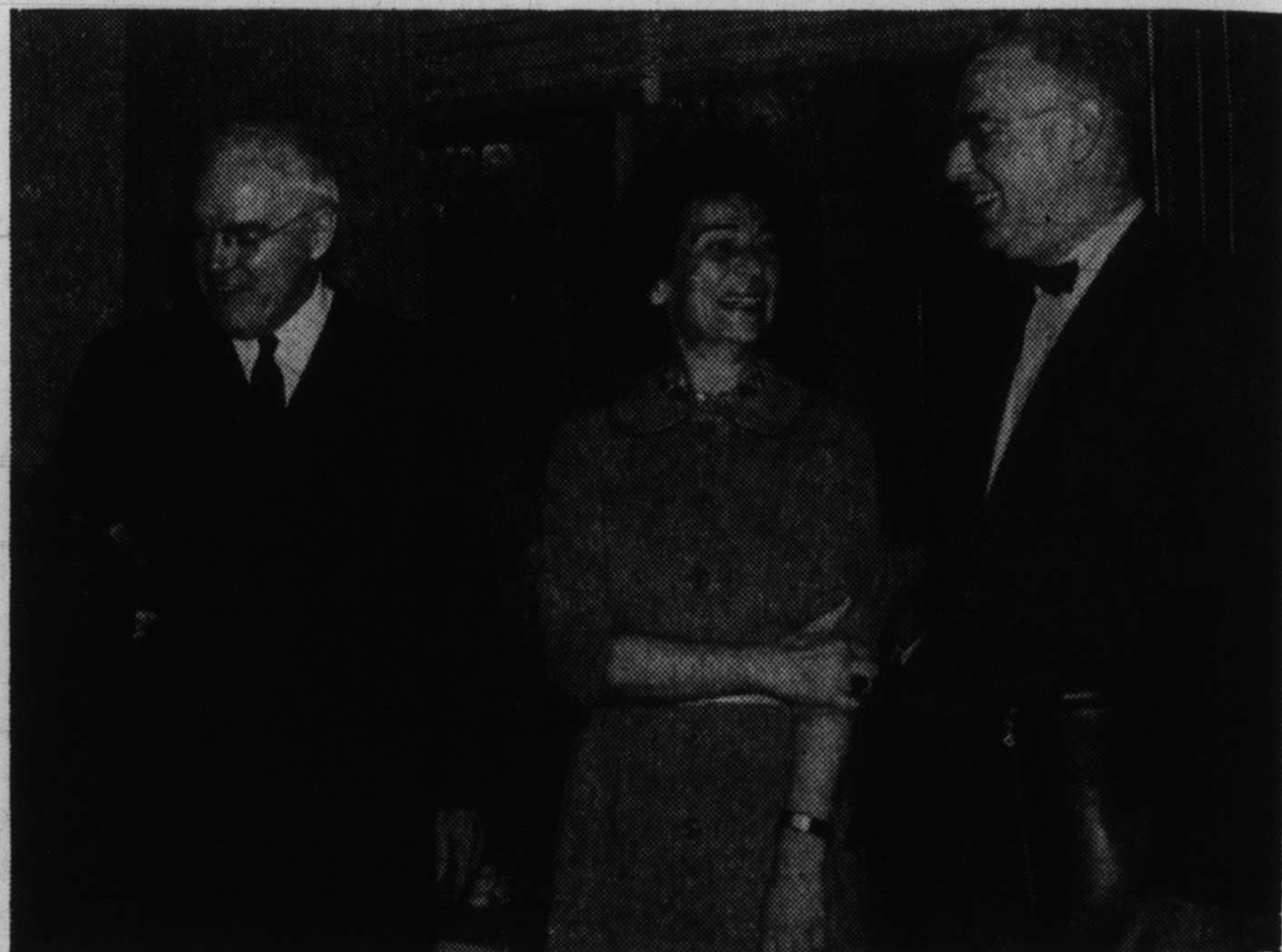
Mr. Lynes replaced the word "role" which was used in the title of the conference with "image." His speech was divided into three sections: the image of the intellectual that is held by the public, the image which the intellectual elite has of itself, and Mr. Lynes' own image of the intellectual.

Mr. Lynes stated that since President Kennedy has assumed his office, the position of the intellectual has been greatly improved and the nation has been enriched, though, he added, at the expense of Harvard. "The intellectual occupies a role right in the spotlight of national and international affairs."

In speaking of the public's image of the intellectual Mr. Lynes mentioned the anti-intellectualism that was generated during the McCarthy era. It was not until the Russians launched Sputnik I that Americans began, once more, to encourage and respect their intellectuals. And even then, felt Mr. Lynes, the humanities were ignored; the focus was almost completely on the sciences.

Mr. Lynes claimed that the status of the intellectual was considered high in a survey made before the McCarthy era. He feels that

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Conference speakers: Elmer Hutchisson studying an arm, Germaine Bree studying Russell Lynes.

Mr. Hutchisson pointed out that the intellectuals who take a dim view of the world today are most frequently those in the literary camp, and that the physical scientists are optimistic about man's ability to improve his condition. In searching for justification of this optimism, he found that the words "intellectual" and "role" cannot be clearly defined, but proposed an exploration of the issues involved in order to achieve a

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Arts Council Conference on "The Role of the Intellectual in Contemporary American Society."

Miss Brée discussed the ambiguity of the title by attempting to define the intellectual. She questioned whether being an intellectual is a profession by itself or a title that can be held jointly with that of another profession.

The word itself came from France at the time of the Dreyfus

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The Logic Behind Spring Vacation

The catalogue said it was a vacation. From the last class Friday, March 24, until nine o'clock, Tuesday, April 4. Now the way we have always understood it, "vacation" means a time free of usual working responsibilities, a pleasant change in one's activities for a designated period of time; Webster concurs, as do Funk and Wagnalls, Merriam, Larousse, Langenscheidt's, etc. But we accept Bryn Mawr's choice to be different (though we did get the "designated" part) having otherwise to endure pitiful consequences.

Perhaps it is that they (the Bryn Mawr Calendar Maker and Work Planning Committee) have very good intentions. They have eased the formality of having to have a spring vacation. They have made it short enough so that we need not suffer lengthily in uncloistered atmospheres; they have placed it in the middle of the mid-semester testing and paper period so that we may consume this otherwise unmanageable ten-day period either in recovery from previous weeks of application or in preparation for the post-vacation battery.

They are only saving us from the evil influences of the Greater Off-Campus. They have done us an admirable protective service in both shortening the vacation period and surrounding it by Periods of Work so that we may feel ourselves sufficiently mentally and emotionally involved in the ivy not to be in any condition to think that we must be sociable. Isn't this a nicer way of looking at spring vacation than being adamant, audible, ardent and actively negative?

After Thought

Those of us who found the strength to defy the cross-campus April breezes and attend Saturday's conference on "The Role of the Intellectual in Contemporary American Society" were in for a thought-provoking and rewarding experience. The day was particularly valuable for those who attended all four planned events, for the speeches took on more meaning when reviewed in conjunction and the direct contact furnished by the panel helped the participants toward an understanding of contrasting attitudes and terminology. This latter exchange of ideas, mirrored in the discussion among Bryn Mawr students and delegates is, hopefully, important in approximating that communication about which much of the panel audience was concerned. Several points can be raised in criticism and suggestion. People who did not attend, when asked why, said that they were either discouraged by or uninterested in the topic. It was sort of touchy; Miss Bree wondered about our pretensions. Each speaker, somewhat stumped by the title, dealt with the semantics of "intellectual," "role," "intellectual's role"—none attempted "society"—then tried to define the topic. **The Role of the Intellectual in Contemporary American Society** is a horrendous mouthful about which not many more mouthfuls can be said. If students remember the conference, they will remember the speakers more than what each had to say. A more challenging and manageable topic selected for future conferences might leave a few new ideas on campus after their conceivers have left.

In summation, the conference made one realize once again that life has grown increasingly complex and not more definable since one began to read.

Applebee

i am very keyed up
because
i have just had a horrible scare.
my heart is twenty beats ahead of me
because
i have seen an apparition.
i can't even tell you what it was—but—
it was in the library,
a more terrifying sight
i have never imagined even after reading fu manchu.
(i can't read fu manchu very often)
this thing was cloaked in a tent of purple flowers, bright purple!
it had long, skinny white feet
with orange toes!
and it trailed strands of waving wool.
you name a color.
i met it on the hall and it swished by me very fast.
i jumped under the card files.
my pin feathers stuck straight out.
i rattled and shook like a porcupine.
when i could calm myself and wipe off my glasses, i rushed here to write down the facts.
(you are correct in assuming that i have peeked once or twice at tv.)
i dare not tell athena yet about this monster loose in the library.
i'll wait a few days.
it may have been a dream.

respectfully yours,
applebee

Yale University Holds Challenge Student Seminar

Challenge, a student program at Yale University, will hold a Colloquium concerned with "America's Role in a Revolutionary World" on April 21, 22, and 23, which visitors are invited to attend.

A "student program at Yale University to confront with realistic concern and responsible action the crucial issues of today's world," Challenge was formed two years ago by a group of Yale students who felt that there was a lack of campus interest in relevant domestic and international concerns. Feeling that they were responsible, as Americans and as university students, for a knowledge of current issues, they organized a program—Challenge—which would make all students aware of world events.

A program that spans a year, Challenge presents an annual colloquium highlighting the series of lectures, panels, and discussion groups that precede. The first colloquium, in December, 1959, was concerned with "The Challenge of American Democracy." A second colloquium followed in the spring.

The colloquium this April treating "America's Role in a Revolutionary World," will be concerned with three fields: the university—its purposes, shortcomings, and means for improvement; the nation; and the revolutionary world. The conference will concentrate on American relations with developing countries—the traditions of these countries, their problems of accelerated transition, and Soviet and American approaches toward these countries.

Speaking will be Jose Figueres, former President of Costa Rica, Hastings Banda, Chairman, Malawi Party, Nyasaland, Chandra Jha, Ambassador of India to the United Nations, and others.

Letters to the Editor

Miss Agnew Corrects News Library View

To the Editor:
Your remarks in the editorial of 22 March 1961 invite some comment. You say "... there seems to be a lack of recent works on political science, economics, sociology, etc. in our library." Since 1 July 1960 the College has spent over \$5,500 on this type of book, a not inconsiderable sum. History, though sometimes considered one of the social sciences, is not included in your list, though it should be noted that over \$1,000 has been spent in the same period on history books. Most of this almost \$7,000 has been expended on what you term "recent books," and in addition, about \$1,000 on books concerned with problem areas—the Far East and Africa.

Your comment about the lack of "best" sellers is of course true. There is no provision in the library's budget for this type of book, but it may be of interest to note that of the 16 titles in the Best Seller "Fiction" List in the New York Times Book Review five titles were deemed worthy of purchase for the library, and in the "General" List eight of the 16 are here. Such books as Coward's "Pomp and Circumstance" and De Vries' "Through the Fields of Clover" and even Kerr's "The Snake Has All the Lines" generally come to the library as gifts, but only after their "best seller" days are over. In the meantime, the Bryn Mawr reader who wants them currently, will find them in the public libraries or in the rental libraries of the local bookstores.

The "Do not touch books" are currently being worked on. They are shelved where they are, not to tantalize the library's wayfarers, but because of a notable lack of storage space in the present library building. With gift books coming to the library at the rate of an average of over 3,000 a year, it is not as simple as it sounds "to weed out those which are duplicates and get them on the shelves".

Janet M. Agnew
Head Librarian

Ex Self-Gov Head Voices Gratitude

Dear Undergraduates;

As a "grass root," once again, I am truly desirous of reaching as many of you as possible before I am pulled out of the ground for good and replanted somewhere else in the world.

In growing with Self-Gov. this year I have learned much about its workings and I have dreamed of sharing with you all. Now I feel that I can take this opportunity of doing so. I'm sure that many of you rarely think about Self-Gov. except as signouts, smoking rules, dress rules, etc. but believe me it is so very much more than this. You should be not only proud of belonging to it but really trying to make it live. Self-Gov. is truly YOURS! It is unique in that it represents not only the complete spirit of Bryn Mawr but also the ideals and desires of every single one of you. Each one of you is no more nor no less important to its functioning than any other. Self-Gov. is the individual, it IS truly you! Should you fail to realize its worth, the harm would be only your own, but should you know its value, it is the entire student body that you help.

You, as did all of us, came to Bryn Mawr with curiosity, integrity, honesty and enthusiasm. You came with your own way of life and perhaps modified it a little in order to meet the college way of life. You've grown in innumerable ways since that first day and you have given to the college as it has given to you. Through this

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Senior Notes Acute Malady on Campus

To the Editor:

It has come to our attention that you are not even aware of the desperate situation upon us, and as the campus' leading newspaper it seems only just to give you a chance to carry the torch in this greatest of all causes. The current crisis, of course, is grave, but one may well assume that with vigorous but tactful negotiation and sagacious planning against the re-occurrence of any such dilemma as now faces us, we may pass out of this climate of extreme tension into the freer and more propitious area of the non-emergency.

In view of the amount of space you have devoted in past issues to such topics, minor by comparison with this one, as moral disarmament, student-faculty relations (or relations; hardly important in the context of this greater woe), integration, intellectual fertility on campus (perhaps that was not your phrase), and even (sigh) campus elections—in view of all these it seems more than necessary, it seems very very necessary to pause for one solemn but potentially rewarding moment to consider the present problem and especially to relate it to ourselves—that is, each one of us: you, you, and YOU—because too many issues remain mere issues and do not transcend themselves to become the actions of our daily lives. Or even every other day.

Progressive Worsening

Let us pause here to consider the facts. These, as usual, are irrelevant but can aid us if we approach them in the right frame of mind, which is of course open-mindedness because the truth shall make us free. (Sometimes.) The facts themselves present an impressive picture. Not only has the situation been becoming progressively worse since its relatively obscure and evidently harmless beginning some time ago, but at the present moment it is safe to declare that it is worse than it ever was.

Realizing that no such discussion of a situation has contributed substantially to the social and economic environment to which it ought to be grateful for even allowing it to survive, unless it simultaneously suggests either a remedy or a highly practicable approach to such a remedy, I would suggest that this, being an affair of such magnitude, be approached with the caution and delicacy attendant upon a stick of dynamite or even a whole pile of it, to extend the metaphor. Therefore, I would pretend nothing so rash as to present an actual plan at this time before all aspects of the problem have been thoroughly looked into and even examined. I would, however, urge with all my strength and heart (insufficient though they be to such a task, especially the strength part) that the students of this campus turn their serious, even glum, attention to possible approaches to an attempt to begin starting to attack the problem of studying—the introductory aspects of this situation, and having turned their strength and hearts to the task, may they flood the office of your fine newspaper with their sincere conclusions.

I feel it hardly necessary to include (but in such a grave affair one can afford to leave no stone unturned, for a rolling stone gathers no moss as everyone knows) that this is a matter vital to every one of us, and not one can afford to turn aside from her very real personal involvement in it. In conclusion, I would therefore like to urge the Bryn Mawr campus to stuff its usual fine intellectual reserve down the drain and apply its might and even power to the situation.

Very, very sincerely yours,
E. Anne Eberle

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Students Turn Out for College Conference Recital by Talented Students

RUSSELL LYNES

ELMER HUTCHISSON

GERMAINE BRÉE

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this status has not been greatly changed. However, intellectuals are regarded not as essential to society but as ornamental. He said, "There is a chasm between the doers and the thinkers."
Since President Roosevelt's Brain Trust, government and business have developed the habit of using intellectuals to advise, "and indeed, a price tag has been added to the college degree". The public has a newer image than that of the ivy-towered, absent-minded, even effeminate intellectual—one of a socially functioning individual.
When he spoke of the intellectual's image of himself, Mr. Lynes explained that he would have to generalize since here, there simply was no one acceptable image. He indicated that the intellectual feels

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clear-cut point of view.
The social impact of technology, said Mr. Hutchisson, has been to eliminate the drudgery first in manual and today in mental labor. But the most complex machines can do only what they are told; to help in the ultimate direction of society Mr. Hutchisson proposed the operational approach, which has proved useful in war-time and in industrial planning. In this method an entire problem is regarded in an abstract representational form rather than broken into separate parts whose solutions may conflict.
Mr. Hutchisson applied the operational approach to general social affairs with a four-fold plan which begins with the identifica-

affair and has since then usually had a rather derogatory connotation. Definitions of the intellectual usually include the idea of a "disturber of some kind." Miss Brée prefers to the word "intellectual,"—"thoughtful individual."
Intellectualism is a ubiquitous quality—the mental capacity that differentiates us from the apes. Therefore, the important thing is the "development of the human resource," the training of all citizens to use their mental capacities to the fullest possible extent. Intellectualism is not the prerogative of professors or scientists but is to be found on all levels of all societies.
Miss Brée pointed out that we fear the wrong things and have confidence in things that should be examined. We should not be afraid of our capacity to think rationally. The role of the intellectual in the past has been to formulate pertinent questions even though this has often led to his being unpopular. The intellectual manifests a willingness to change vocabulary and therefore, a willingness to change his mind.
Miss Brée closed her lecture with two selections from St. John Perse: one from "Exile," the other from his Nobel acceptance speech.

Features Flautist, Baritone

by Kristine Gilmartin

Bryn Mawr, Haverford, and Swarthmore students, both past and present, combined in a recital sponsored by the Bryn Mawr College Chorus in the Music Room April 7. The music was well-chosen and the performances generally of a very high caliber.
Nicely clear and defined flute work by Victor Ludewig and the voice part sung with moving power yet seeming effortlessness by James Katowitz, baritone, combined with the piano accompaniment of Jo Ann Krant to make the opening *Aria* from *Cantata* Number 8 by J. S. Bach a richly satisfying beginning and a portent of things to come. The melodic line was cheerful — especially considering the title, *Liebster Gott, wann werd ich sterben?* and even when more lyrical always sprightly. Mr. Katowitz' crescendo in the middle section was superb.

Solemn Sternness

Mr. Ludewig, with Miss Krant accompanying, played Bach's *Sonata* Number 5 in G. The first movement had a solemn sternness of tone brought out well by the flautist's good sustained passages. The second was gay and swift and its tricky runs were faultlessly executed. The fine crispness which marks Mr. Ludewig's playing was evident here. The third movement had a definite lilt to it and its expressive figures were well done. The concluding portion of the sonata was difficult from a rhythmic point of view and occasionally accompanied and soloist were not as surely together as possible. The piano work, in fact, left something to be desired.

The most outstanding part of the recital was to me Schumann's *Dieterliche* ("A Poet's Love") sung by Mr. Katowitz with Miss Krant at the piano. The sixteen songs in the cycle ranged in emotion from grief to joy to humor. In *Die*

Rose, die Lillie, die Taube the voice went bounding along in rare good humor and the song was utterly delightful. However, moments later Mr. Katowitz was deeply moving his listeners with *Wenn ich in Deine Augen seh'. Ich grolle nicht*, a passionate outburst of despair, was the high point of the cycle. Shivers of excitement were uncontrollable as Mr. Katowitz' tremendous voice rose to the intense "die dir am Herzen frisst." Miss Krant's piano accompaniment, often carrying on to conclusion after the voice part ended, was very fine; clear articulation was especially notable. This song cycle was, all in all, one of the most impressive musical performances I have ever heard.

Rachmaninoff's *Humoresque*, played by Miss Krant, had some weak spots and perhaps should have been memorized, however, the pianist accompanied every number on the program and considering this amount of work, did very well. In her solo she managed to negotiate the difficult chords quite well, her power was good and the piece's more lyrical passage nicely done.

Sonatine for flute and piano by H. Dutilleux was Mr. Ludewig's second offering and revealed a truly virtuoso quality. The trills and difficult runs were almost always perfect. The frantic, what I can only describe as "buzzing" section was devilish and outstandingly well done.

An *Aria* from another Bach *Cantata* (this time Number 157), *Ich lasse dich nicht* concluded the program. Flute, piano, and violin—played by Barbara Dancis—combined with Mr. Katowitz' baritone in a vigorous, sound performance. The violin and flute answering passages were well done, and in general the timing, not always easy, was well-handled. Like this concluding number, the whole recital was excellent.



Panel scene at the Deanery—speakers and moderator Loerke in the background, students in foreground.

unrespected, isolated, underpaid, unappreciated. The intellectual looks to Europe where the conditions appear to be closer to his ideal. He wants to be part of the community, yet he separates himself from it. He attempts to give Americans a guilty conscience for their ignorance, for the lip-service they pay culture.
Mr. Lynes accused the intellectual of creating and enjoying the myth of his poverty.
Mr. Lynes proceeded to explain his own composite image of the intellectual: that of a person who is influential, powerful, responsible to the public, important in business, in art, in politics. He called this group part of a new elite, and one which is a positive force in society.
There are threats to the intellectual, warned Mr. Lynes. He is becoming too project-conscious, too busy. His interest is drifting from research to organization, and from the arts to artifice. Therefore, concluded Mr. Lynes, the resulting image of the intellectual is becoming increasingly like that of the modern business man.

Junior Attends Goals Colloquy

Faith Halfter, a member of the Junior Class and an economics major, was Bryn Mawr College's representative to the third United States Air Force Academy Assembly, held in Colorado March 22 to 25, which was co-sponsored by the Air Force Academy and the American Assembly of Columbia University.
The conference was entitled *National Goals: Challenges for the Sixties* and was attended by approximately 90 students from 59 colleges and universities. The students were invited to make a study of foreign policy, the fundamental purposes of the United States, the democratic process, and economic goals. This study is the parallel to that made by the Wriston Commission in 1960 which is called *Goals for America*.
Six groups were formed of the students; they met to discuss the various issues for three hours each morning and three each afternoon. At the end of the conference, they organized their findings and voted on a final all inclusive report. Among their conclusions concern-

tion of goals. Next, the variables must be defined, that is, we must find those areas in which policy changes will affect the social structure as a whole. This analysis is analogous to the construction of a mathematical representation. The third step is to devise social measuring systems which will help us determine the effects of variations and therefore enable us to prevent violent transitions. In this area electric computers can help us bring together and evaluate a great deal of data describing social characteristics. Finally we must find effective means of implementing the necessary changes. This step should involve breaking down the communicatory barriers between scientists and humanists and thus utilizing and integrating all the various talents at our disposal.
Mr. Hutchisson stressed the need for full development of a variety of special abilities, and deprecated society's inhibiting emphasis on the well-rounded individual. He found sufficient reason for the scientists' optimism in that concept of society which sees it as a "whole system" which has "inertia, elasticity and internal resistances" and which is "susceptible to being molded to fit man's objectives, if he can only formulate them." He gave a further hint of this confident view which sees with pleasure the challenges of the future by closing with a quotation from the hymn: "We give thee thanks, O Lord, that this our world is not yet complete."

ing foreign policy, the students voted to recognize and admit Red China to the United Nations. They suggested that help be given to Poland and Yugoslavia in an attempt to separate them from the communist bloc. They did not discuss disarmament although it was generally felt that it would inevitably evolve.
In their discussion of domestic goals, the students voted to reform but not to abolish the House Un-American Activities Committee. They did vote, however, to do away with disclaimer oaths on a federal, state, and local level. They requested abolition of the Electoral College. They suggested "federal guarantees of the
Continued on Page 5, Col. 3

Moderator Loerke Guides Panelists

The afternoon panel on the Role of the Intellectual, held in the Deanery, brought together the conference delegates, the three speakers and many members of the college community in a discussion moderated by William Loerke of the History of Art Department.

An important theme underlying many of the questions was the problem of communication. In speaking to this point, Miss Brée explained her attitude that every human has intellectual potential, so that we must think of communication not as enlightenment, but as an exchange which can create enlargement of the mind in all participants. Thus, in reference to the Peace Corps, she stated that it is impossible to export ideas—only goods can be exported. "My responsibility," she said, "is to say in every situation what I think without saying that what I think is right."

Mr. Hutchisson suggested that scientific knowledge is in a different category, and urged its dissemination, especially today when the time between discovery and application is so short. Mr. Lynes considered this question of producing articulate interpretation of science "an unsolved problem."

Mr. Loerke, referring to Mr. Hutchisson's lecture, raised the question of whether scientific methods can be applied successfully in the humanities. Mr. Hutchisson assured questioners that the claims of individualism would be taken into account in setting goals, and suggested that scientists are less interested in production of material goods and more interested in "putting another piece in the jig-saw puzzle" than most people realize.

On the question of inferior work but great rewards in the mass media, Miss Brée said that the solution must be a personal one, and suggested that those who feel strongly will make constructive improvements. Questioned about the modern novel, she indicated that recent social dislocations such as World War II have not been conducive to novel-writing and said that the "creative push" just now is in poetry.

The conference concluded with a tea which provided an opportunity for further discussion with the speakers.

Foundation Funds Provide Students With Chance for Summer Research

The Ford Foundation has given grants to five juniors for special research in public affairs this summer. The students, Marlene Bronstein, Marion Coen, Faith Halfter, Sue Johnson and Barbara Paul will spend eight weeks of their vacation on campus doing research on individual projects which will later be their honors work.

Marlene Bronstein will investigate urban renewal and rehabilitation in the Philadelphia area. She plans to aim at answering the question, "Can meaningful urban rehabilitation be accomplished by private investment?" Marlene hopes to judge the success of recent urban renewal programs by the long values and the sociological improvement in the newly-developed areas.

Soviet Union and U. N.

Marion Coen described her project as "an investigation of the Soviet Union's attitude toward the United Nations as manifested in its treatment and use of the Secretariat." Marion plans to work with periodicals of both the United Nations and the U.S.S.R. She is particularly interested in the Soviet Union's suggestions for changing the role of the Secretary-General.

The economic and social advantages of reducing the number of public school districts in the Philadelphia area will be the subject of Faith Halfter's work. Faith hopes to discover at what point centralization of schools ceases to provide advantages to students and taxpayers. She will concentrate on one or two systems and analyze their records and the reactions of the people in the area.

Sue Johnson's work will be directed toward analyzing the infor-

mal-organizational structure of a town of moderate size. "I am not so much interested in the civic institutions in a town as in the individuals who have great influence but no important official position," she explained. In order to further her work she expects to do door-to-door interviews and to become part of the town's life.

The mechanics and values of city planning are to be Barbara Paul's field of investigation. Barbara plans to study public opinion on city planning and to learn whether the "decision-makers" in a city look upon a plan for city development as compulsory or simply as a guide. Specifically she will work on the impact of city planning in Philadelphia.

The grant winners were selected by members of their major departments on the basis of summaries of their projects and previous grades.

NSA Notes

The National Student Association, concerned over the fact that on many campuses "student leaders, members of the faculty and administration and campus organizations may not be familiar with many of the national and international publications about student and youth activities", has distributed information about some of these publications. "We firmly believe," says James C. Scott, International Affairs Vice President, "that some of these publications can be of invaluable assistance in understanding the educational, political, economic and social problems
Continued on Page 5, Col. 1

Critic Praises Production of Hamlet, Lauds Actors' Faithfulness to Author

by Lois Potter

The Phoenix Theater's Hamlet is the best one I have ever seen. This statement is not half so impressive as it sounds, since the other two Hamlets in my life are Olivier's excessively cut movie version and the Ruritanian melodrama which the Old Vic brought to Philadelphia two years ago. But I want people to go to New York and see this one (it is running until May 14, and the Phoenix offers CHEAP student tickets), so I suggest that, if you have not managed to attend the performances of Burbage, Garrick, Kemble, Kean, Irving, Forbes-Robertson, and Gielgud, you may find Donald Madden's Hamlet as good as any of our time.

What is particularly engaging about the Phoenix production is its willingness to trust Shakespeare. For instance, the "Hecuba" speech which the First Player delivers for Hamlet—usually treated as an unpleasant moment to be got over as soon as possible—turned out to be an interesting exercise in declamation, mainly because it was delivered as if it made sense. The last time I saw it done, the First Player ranted so abominably that one couldn't understand his being on such good terms with a fastidious drama critic like Hamlet.

Murder of Gonzago

Similarly, "The Murder of Gonzago" was played as if it could be enjoyed, and, sure enough, it could. This was the first time I have seen both the dumb show and the murder play given, and the smooth acting of the whole scene made me wonder why it has always been such a stumbling block for scholars. Claudius does watch both the dumb show and the play, and his reaction to the first is just what one might expect: growing discomfort and a vague sense that he had seen the whole thing somewhere before.

Instead of slackening as they reach the end, the actors seem to regain new strength—the final scene of the play is full of excitement, and the blaze of color when all the protagonists lie gorgeously dead in their finery fully justified Fortinbras's exclamation "Proud death".

Mr. Madden is a very young Hamlet—much too young, if Shakespeare really had a thirty-year-old hero in mind, which I have always found hard to believe (how can Hamlet be two years older than Iago?). Perhaps it is his youth which gives him such respect for his author, for he plays Hamlet as if his knowledge of the part came from the play, instead of from the critics.

Grace and Agility

From the reviews, I had expected to hear a shouting, hysterical, table-pounding, and rather embarrassing performance. It's true that Mr. Madden's exceptional grace and agility sometimes tempt him to movements on the floor a little too often, I thought—but he never let his gestures detract from the meaning of his words. With Horatio, his childlike simplicity gave one the necessary glimpse of the "Courtier's, scholar's, soldier's" mind as it must have been before it grew bitter.

Hamlet is what makes or breaks Hamlet, so I have little to say about the other actors. Instead, I shall now prove my impartiality by offering some criticisms. The mural in the Queen's closet is both ugly and anachronistic, and its symbolic value is nil. Also, if one is going to keep Cornelius and Voltmand in the play to the extent of sending them off to Norway, why not let them come back too?

Above all, why not be honest about Fortinbras? If you don't appreciate his function in the play, leave him out; if you want him in,

leave him in—all of him. The Phoenix retains the barest minimum of references to him and it isn't enough. Consequently, when he makes his first and only appearance at the end of the play, there are plenty of spectators to ask, "Who's he, the coroner?"

Also, of course, it would help if a really first-rate actor were entrusted with this part and, perhaps, doubled it with that of the ghost, which always tends to get short-changed. (I wonder whether Shakespeare played it as badly as most of his successors?)

To Eliminate "To Be"

What I should really like to see is a Hamlet containing every scrap of the Fortinbras plot and cutting—guess what?—the "To be or not to be". Everyone knows it by heart already, which forces the actor either to throw the speech away by underplaying it, or else rack his brains for new, subtle, and, in short, farfetched ways of delivering it. Mr. Madden, to do him justice, resorts to neither expedient; but judge for yourself whether you can enjoy his soliloquy after the parodies, the high-schol recitations, the recordings, and above all, your own mental preconceptions of it.

The solution might be for the actor to speak the first six words in loud, clear tones, and then turn his back to the audience, thus giving them a chance to mutter the rest, which they are likely to do anyway. This would get the thing over with a lot sooner, and relieve a lot of suppressed tensions among the spectators. It might even give the producer time to include Hamlet's superb soliloquy, "How all occasions do inform against me", which is the most unkindest cut of all in the otherwise admirable Phoenix production.

Survey Uncovers College Approval Of 'Peace Corps'

Prior to President Kennedy's establishment of the Peace Corps Administration on March 1, the American Council on Education attempted a quick survey of the attitude of its 963 member colleges and universities towards proposals for an international youth service corps. Questionnaires were mailed on February 17, and the Council received 468 replies before the survey closed on March 10. Of these, 441 expressed approval of the proposed youth corps, now known as the Peace Corps.

Most of the institutions replying indicated some degree of student interest in an international service corps. Half of the replies favored limiting the corps to four-year college graduates; the other half felt the corps should be open to anyone who had had two years of education beyond high school. A majority of the colleges thought that the federal government by grant or contract should designate to various colleges, universities, and voluntary agencies the selection, training, and overseas placement of youth corps members. Almost 300 colleges expressed willingness to train volunteers for the corps; a majority of these felt best equipped to train workers for service in Latin America.

Peace Corps Volunteer Questionnaires have been sent to 2000 colleges and universities. The questionnaire, prepared by the Peace Corps staff, asks the potential volunteer for information concerning his knowledge of foreign languages, his ability in various fields of technology, his athletic skills, his education, and his health.

The questionnaire includes a brief summary of qualifications necessary for Peace Corps service. "Peace Corps volunteers should

Noone Describes World Bank Aim For Financial Aid

Thomas Noone, a member of the International Bank for Reconstruction and Development, known as the World Bank, offered a "Blueprint for the World Economy" on Thursday, April 6. Detailing the history and character of the Bank, Mr. Noone outlined its purpose and results.

The World Bank is the largest multilateral agency engaged in aiding underdeveloped countries. Established in 1946 it now has sixty-eight member nations which, through their membership, are entitled to borrow funds. A self-supporting agency capitalized at \$21 billion, the Bank annually lends \$700 million at an interest rate of 5 1/2%. A co-operative organization, the Bank offers publicly subscribed stock, 32% of which is owned by the United States.

The governing agency of the World Bank, located in Washington, D. C., consists of a board of governors, one from each member nation. As an expediency, a board of eighteen hired directors controls daily business. Five of these are appointed by the Big Five, the other thirteen being elected by the other members.

Formation of Bank

When formulated at Bretton Woods in 1944, Mr. Noone stated, the Bank was designated to aid in the reconstruction of Europe. Because its funds were seen to be insufficient for this purpose, the task was assumed by the Marshall Plan. In 1949 the Bank turned exclusively to the assistance of underdeveloped countries.

According to Mr. Noone, the object of the Bank is to "overcome widespread poverty in the world without tearing down those human values which we hold in esteem." Its aim is not merely to hand out money which might be misused, but to provide a partnership relation through which a member nation can obtain the aid it really needs. The laws of the Charter require that money can be loaned: only for productive purposes (i. e. not for education, housing, and hospitals, etc.), only when the borrower, if a private concern, is endorsed by his government, and only if the money is not available elsewhere.

Credit Not Money

When money is loaned, it is not given out, but is kept in the Bank credited to the borrower's name. Against this credit specific bills from the project involved are drawn. As Mr. Noone noted, because a borrower never actually possesses the money himself, he cannot misuse it.

Being most concerned with what is relevant to and important for an underdeveloped country, the Bank will support only those projects which it considers worthwhile. In the last fifteen years World Bank funds have provided for eight thousand miles of highways, 4 1/2 million acres of irrigated land, six miles of port facilities, and 300 industrial factories. Besides lending money, Mr. Noone pointed out, the Bank also maintains economic survey missions, specialized studies of marketing systems, and a training program for college students. The World Bank has also settled regional disputes in places such as India and Egypt.

have technical ability, physical stamina and emotional stability. They must be able to adapt themselves to an unfamiliar way of life and to work overseas with peoples of all colors, religions, races, and cultures. Many volunteers will work and live apart from other Americans. Proficiency in a language other than English often will be necessary. The usual length of service will be two years." Any United States citizen who has had his 18th birthday may fill out the questionnaire.

Campus Events

- Thursday—Discussion Club, "Possibility of European Unity Today," Common Room, 4-6 p.m.
- Flexner Lecture, "Braque and Picasso," Douglas Cooper, Goodhart, 8:30 p.m.
- Friday, April 14—Haverford Arts Council sponsoring Robert Martin, H. '61, in a recital for 'cello and piano. Haverford, Common Room, 8:30 p.m. (Works of Handel, Schumann, Shostakovitch, Mozart, Beethoven and Brahms)
- Saturday, April 15—Haverford College Open—Behind Barkley House, all students invited
- Monday, April 17—Philosophy Club, Mr. Ferrater on aspects of Chinese civilization (first in a series), Common Room, 4-6 p.m.
- Friends of the Library Speaker, Miss Smith, former literary editor of THE NEW STATESMAN, Deane, 8:30 p.m.
- Tuesday, April 18—Exhibition of silver for the REVIEW'S benefit, Roost, 1-6 p.m.
- Spanish department speaker, Ricardo Gullon, "Unamuns Heterodoxo de la Heterodoxia," Ely Room, 8:30 p.m.
- Arts Council presenting Haverford pianist, David Hemmingsway, Common Room, 8:30 p.m. (work of Beethoven, Shostakovitch, Bartok, Schumann and his own)
- Wednesday, April 19—Interfaith open meeting, C. S. Lewis tapes on LOVE will be played. Cartreff, 5
- Arts Council Speaker, Common Room, 8:30 p.m.
- German Department Speaker, Dr. Wilhelm Schlag, Cultural Attache, Austrian Consulate, N. Y. "Reise durch Osterreich," illustrated, in German, Ely Room, 8:00 p.m.

In and Around Philadelphia

MUSIC

- Verdi's Requiem will be presented by the Temple University Choirs and Symphony Orchestra, Thursday, April 13, at Mitten Hall Auditorium.
- Martin Lisan will give a piano recital at the Ethical Society Auditorium, April 14.
- A pianist, Kitty Foy, will perform in this week's free Sunday afternoon concert in the Van Pelt Auditorium at 3:30.
- The Haddonfield Symphony Orchestra conducted by Arthur Cohn will present Weber's Overture to "Oberon", Dvorak's New World Symphony, and Tchaikovsky's Piano Concerto No. 1, Wednesday, April 19.

DANCE AND THEATER

- Jose Greco and Company will dance at the Academy of Music Thursday, April 13.
- Bald Soprano, by Ionesco and Woczek by George Buchner will be presented all Friday, Saturday, and Sunday evenings at the Neighborhood Players' playhouse, 22nd and Walnut Streets, through May 7.
- Donnybrook, an Irish musical, will be presented April 17 through May 7 at the Shubert.
- Ulysses in Nighttown, an experimental play based on James Joyce's novel, will be presented at the Society Hill Playhouse through April 29 on Thursday, Friday, and Saturday evenings.

LECTURES AND FILMS

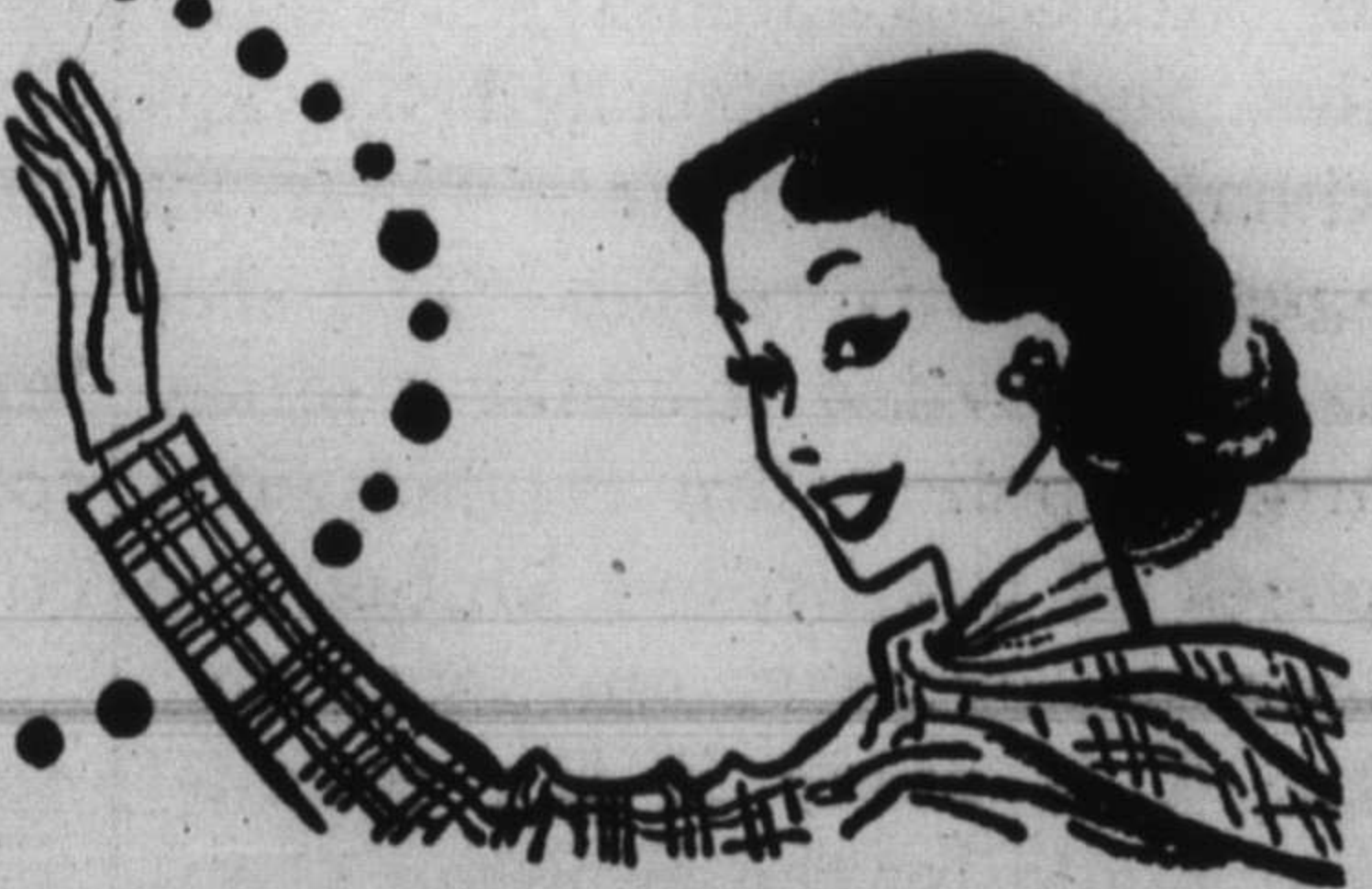
- Monuments of Mexico and Treasure Trove of Jade, free color films of archaeology in Central America, will be presented April 16 at the University Museum at 2:30 p.m.
- Personality and Prejudice, a critical scientific review of prejudice and discrimination as factors in personality dynamics will be presented by Gordon W. Allport of Harvard University, Friday, April 14 at 8:15 p.m. in Room A-1 of the University of Pennsylvania Physical Sciences Building.
- No Morals is playing at the Quakertown (a drive-in, of course).
- Can-Can continues at the Suburban in Ardmore.
- Please Turn Over is playing at the Bryn Mawr Theater (to empty seats).

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Origins of Cubism

Continued from Page 1, Col. 4
 ist posed most of the problems and concepts that were to be evolved in the next seven years. With slides, Mr. Cooper pointed out traces of Cezanne, Iberian sculpture (of a "declassified" Roman order) and the sculptural Negro idiom. Following this painting, Picasso did work of two orders which are represented in it; sculptural painting and colorful, expressionistic painting.

Picasso's aversion to exhibiting accounted for the slow spread of Cubism in the Early period; Braque, Mr. Cooper related, did see the work of Picasso and promptly abandoned Fauvism for the new and independent tradition of Cubism. Mr. Cooper considers Braque's "Nude" (1907) as his first Cubist-influenced painting; Braque was indebted to Picasso for the mask-like treatment of the face and the treatment of the background, and to Cezanne and especially Matisse in his use of outline and sweeping brush stroke.

Simplifications

In challenging the traditional methods of drawing form, color, light and line, Picasso simplified form and line in order to represent specific things; he attempted to transcend a single profile view and with Braque shared the idea of projecting figures forward in relief from a background. They handled light so that no regular shadows fell; they did not use the line as a structural element; they suggested volume by "faceting", depth or space by a series of planes, "the upward piling" of elements in a picture. Both were concerned with the structural and tactile effects of things in realistic representation. The tangibility and true pictorial representation of space were their fundamental considerations.

"The first true Cubist painting," Mr. Cooper feels, is Braque's "The Harbor" (1909). In it light and color are treated together, the line is used merely as a means of measuring distance between points. The basis of the composition lies in its horizontals and diagonals; there is a piling up of elements, and a conscious sense conveyed to the viewer of the solid reality of things in the treatment of space. Mr. Cooper concluded his lecture

N. S. A.

Continued from Page 3, Col. 5 of many nations.

A number of these publications are issued by the Coordinating Secretariat of National Unions of Students, which represents an organization (the International Student Conference) described by NSA as "the only democratic, representative, international student forum." Among these The Student, a monthly containing articles on youth activity by students from many lands, and the Information Bulletin, a monthly report of capsule news from around the world, are available free of charge to member schools of NSA. Colleges may also subscribe to a variety of periodicals published by national and international youth groups.

Pamphlets at BMC

Melinda Aikins, campus coordinator for NSA, reports that some of these publications and also many pamphlets released by NSA are sent to Bryn Mawr. There is, however, no official method for their circulation on the campus. Melinda believes that if arrangements could be made for a special magazine rack in the library periodical room, and perhaps an additional one in the Roost, this purpose would be served.

Air Force Conference

Continued from Page 3, Col. 3

right of every citizen to vote, permitting local option only in determining the minimum age for voting and residence requirements."

They concluded their report with an expression of their faith in the basic purpose of the United States as it is stated in the preamble of the Constitution. They agreed that the goals they enunciated "draw their inspiration from that purpose" and "are meant to further that purpose in the contemporary situation." They stated that these goals are national; they did not claim for them international validity but hoped that they are rooted in values which are universal.

with a series of slides, illustrated comparisons between Braque and Picasso: Braque represented space and volume as a continuous whole while Picasso chopped them and had forms and lines going in all directions; Picasso was more interested in the forms, Braque in the space between them; Braque's development in the Cubist tradition was continuous and is traceable in his landscape paintings; Picasso's progress was "zigzag" and traceable through figure painting. Tomorrow night Mr. Cooper will continue his analysis of Braque and Picasso. The News regrets its inability to publish plates to illustrate coverage of this lecture series.

Letters to the Editor

Continued from Page 2, Col. 4
 reciprocity you and the college have become one. The freedom, the vast resources to be tapped, the guidance, and the unending enthusiasm which the college provides are very much alive in you. And, as they are alive in you (and because they are) they are the eternal foundations of Self-Gov. Every interest you have, every complaint you'd like to voice—do it! Self-Gov.

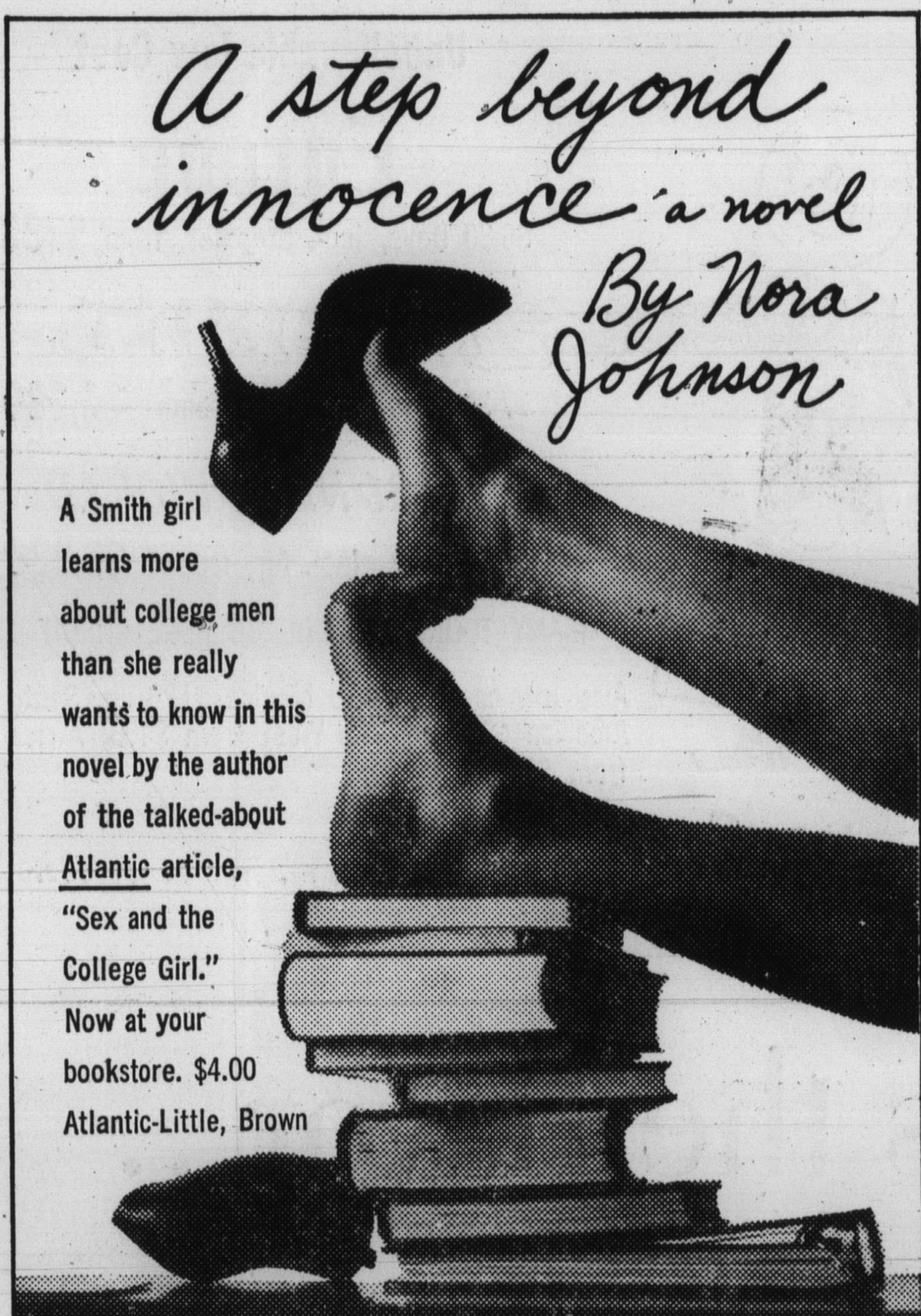
is kept alive through you and you must give of yourself in order to sustain it. It's a marvelous organization and, as I heretofore mentioned, it is one of which you can be truly proud to belong! It stretches more than over the entire campus—it's a way of life, it's very much alive, and it's great!

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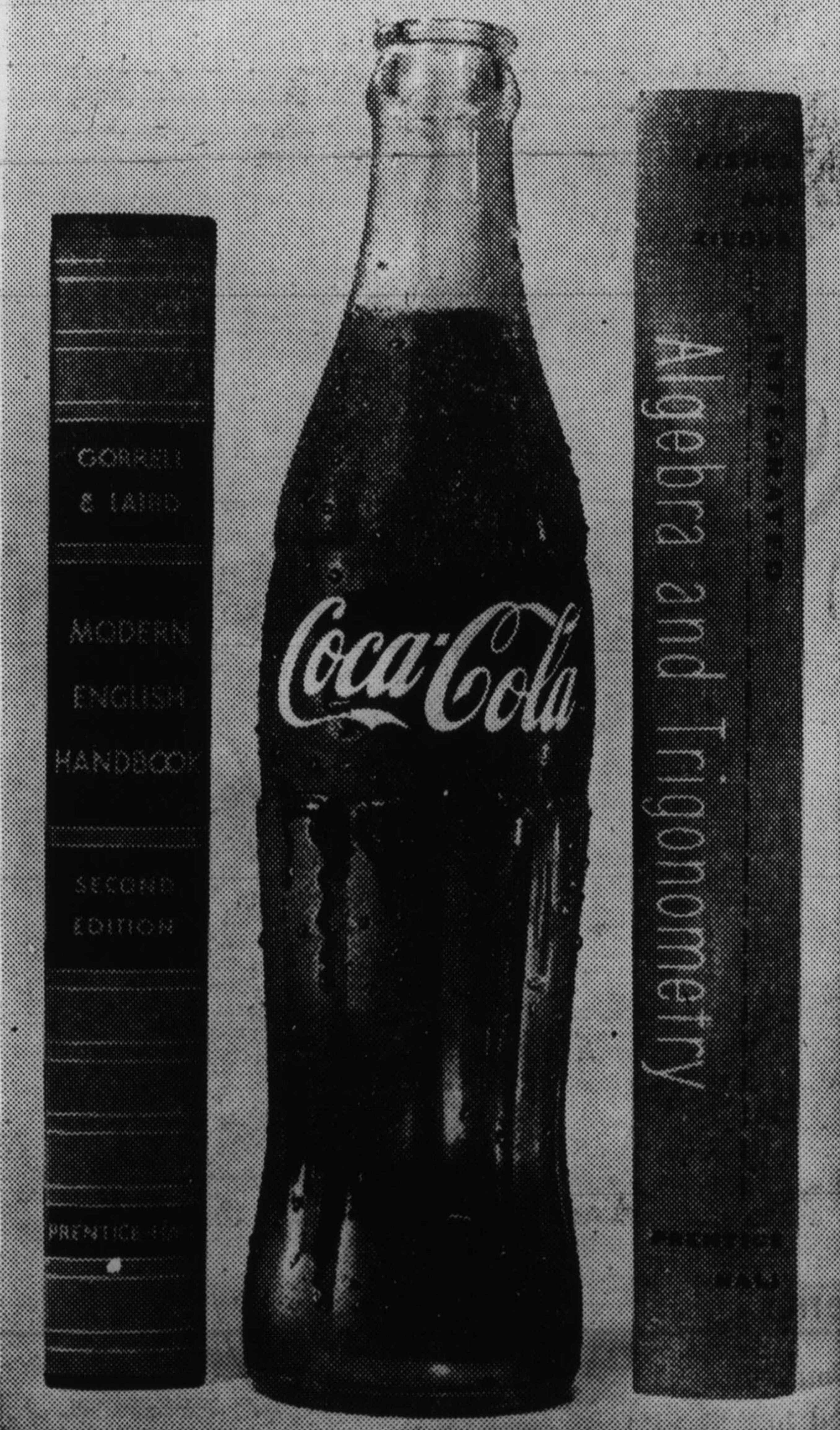
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 By Nora Johnson



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Question

by Brooks Robards

In a college with a free cut system, why must students attend their first class before and their last class after a vacation? I would like to propose that such a decision be left to the student, and Bryn Mawr students, who have so much freedom already, should logically be trusted with this responsibility. If the student, who is paying for the right to attend classes, chooses not to take advantage of this right, that is her prerogative.

One of the most confusing aspects of the problem is that the administration takes no consistent stand on the rule. A freshman was put on three weeks cut-pro when she forgot to sign the attendance sheet for her last class; a senior who forgot to sign out received no punishment. One girl was allowed to leave school a day early to get home in time for her coming-out party; a girl from the Midwest was put on three weeks pro-cut because she left fifteen minutes early to make a plane connection.

Moreover, many students know neither who doles out the punish-

ments nor how severe they will be. The idea of deferring final exams until the fall seems unfair under any circumstances.

Those who doubt that the responsibility for attending these classes can be given to the student, will surely agree that the decision is better placed with the individual professors than with the administration. Under the present system, the administration should at least have a more consistent policy, and, since it considers geographic distribution important, it should have a policy which will facilitate travel.

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Goldwater Proves Inspiring

Barry M. Goldwater of Arizona appears from this survey are that Goldwater's personal appeal has made conservatism more "respectable" than it has been considered for three decades and that he has created new interest in social philosophy.

Most of the deans questioned reported a resurgence of conservatism on their respective campuses. Several observed no change in political sentiment. Miss Mabel L. Lang of BMC is quoted as saying: "We have noted no general upsurge of conservatism on this campus."

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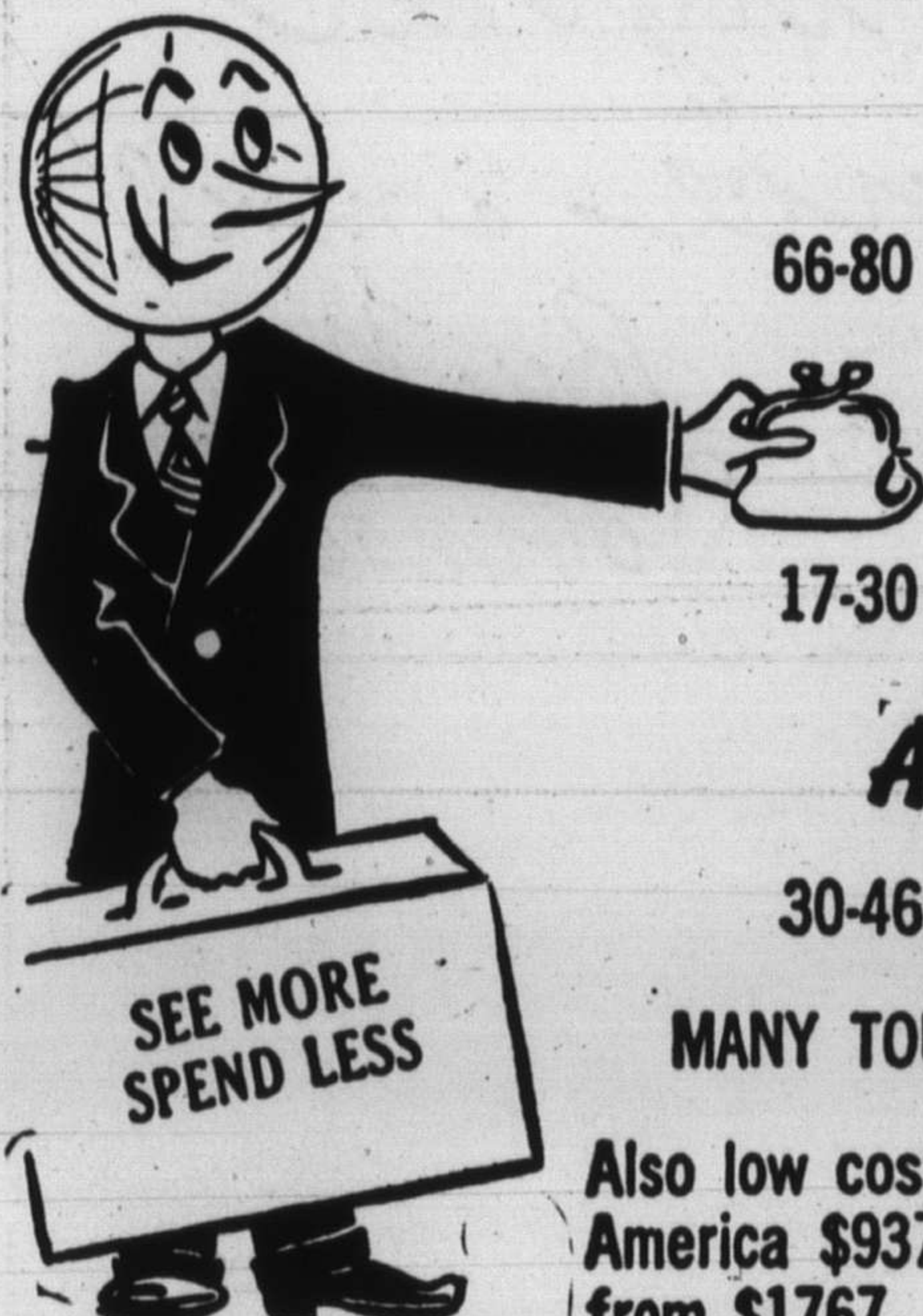
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Toynbee

Continued from Page 1, Col. 3

world's people who, still seeking the necessities of life, cannot be expected to accept the responsibilities of democracy.

In order to make the citizen of today more effective, Mr. Toynbee offered the following suggestions: to make the citizen think that he is effective; to try to simplify public business, and to educate the citizen in many ways.

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Required reading for daydreamers . . .

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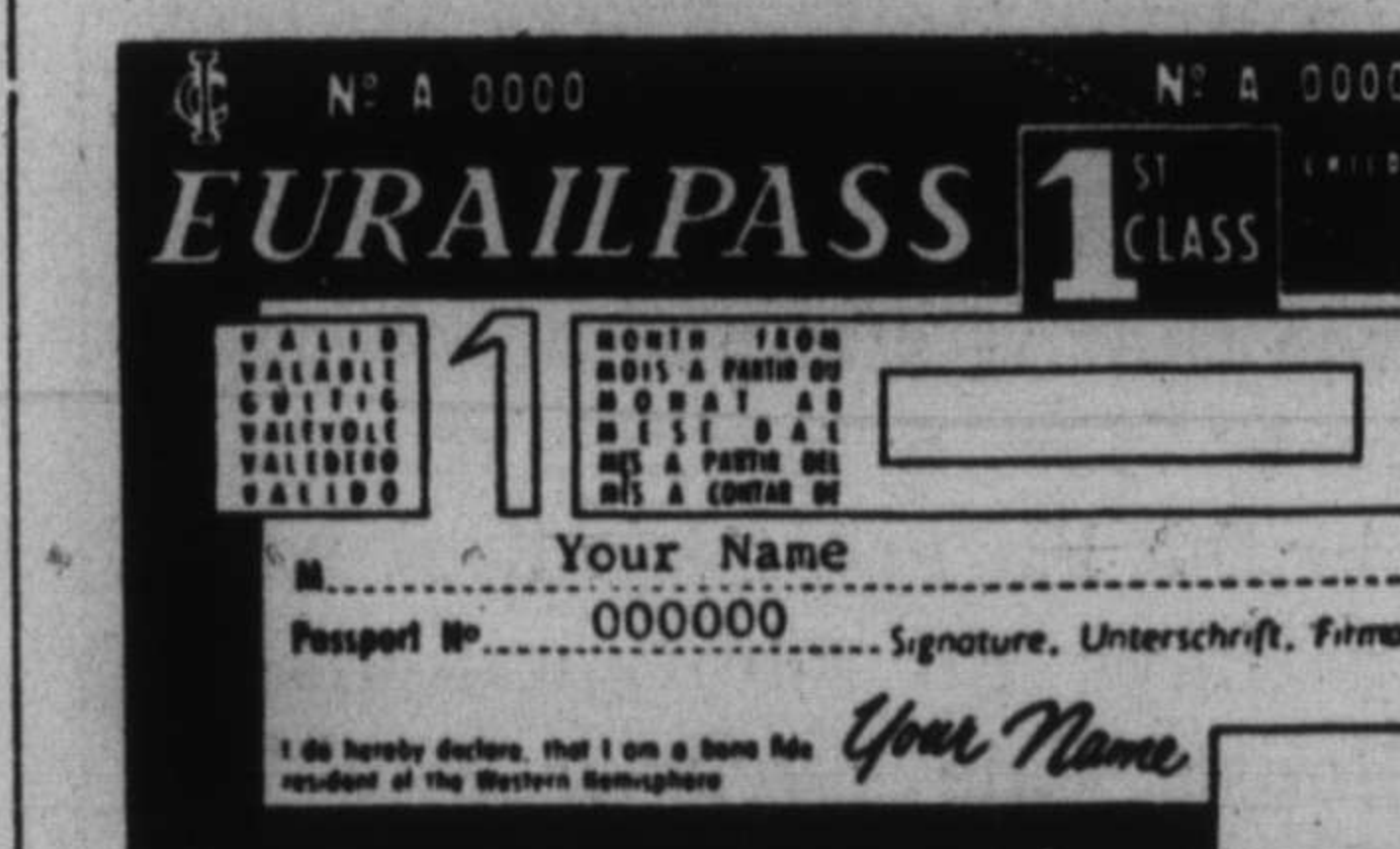
Roam through the Austrian Alps, the lowlands of Belgium. Watch picture-book farms come to life in the drowsy mist of a Danish dawn. Fall hopelessly in love with France. Discover at leisure the true meaning of German Gemütlichkeit. Cock your ear to the clatter of windmills in Holland and surrender completely to the ageless warmth that is Italy.

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For free illustrated folder write Eurailpass, Dept. A-1, Box 191, N. Y. 10, N. Y. Buy Eurailpass from your travel agent. Dept. T-1.



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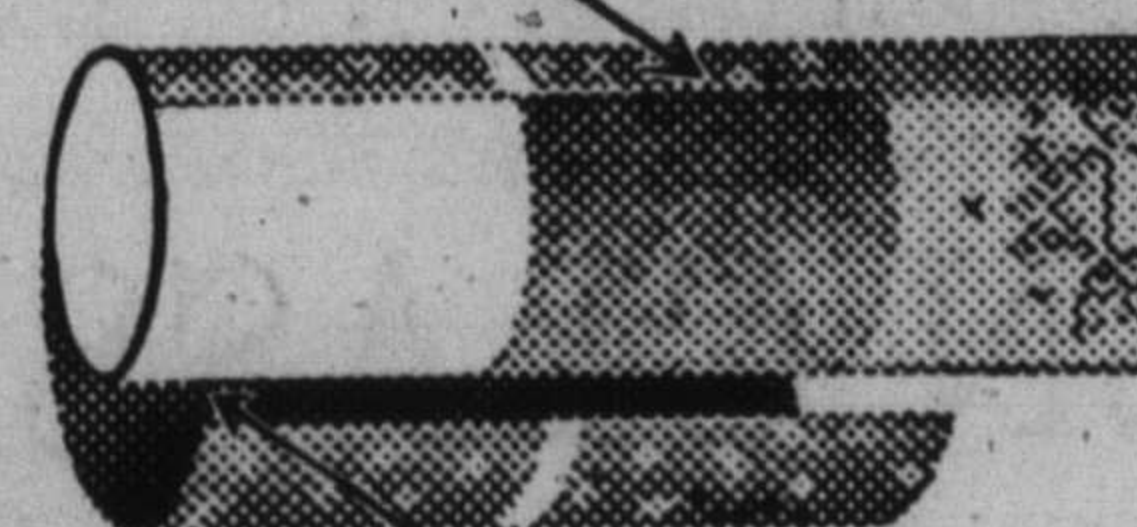
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Here's one filter cigarette that's really different!

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ACTIVATED CHARCOAL inner filter



Pure white outer filter

DUAL FILTER Tareyton

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