

The College News

VOL. XLIV—NO. 20

ARDMORE and BRYN MAWR, PA., WEDNESDAY, APRIL 15, 1959

© Trustees of Bryn Mawr College, 1959

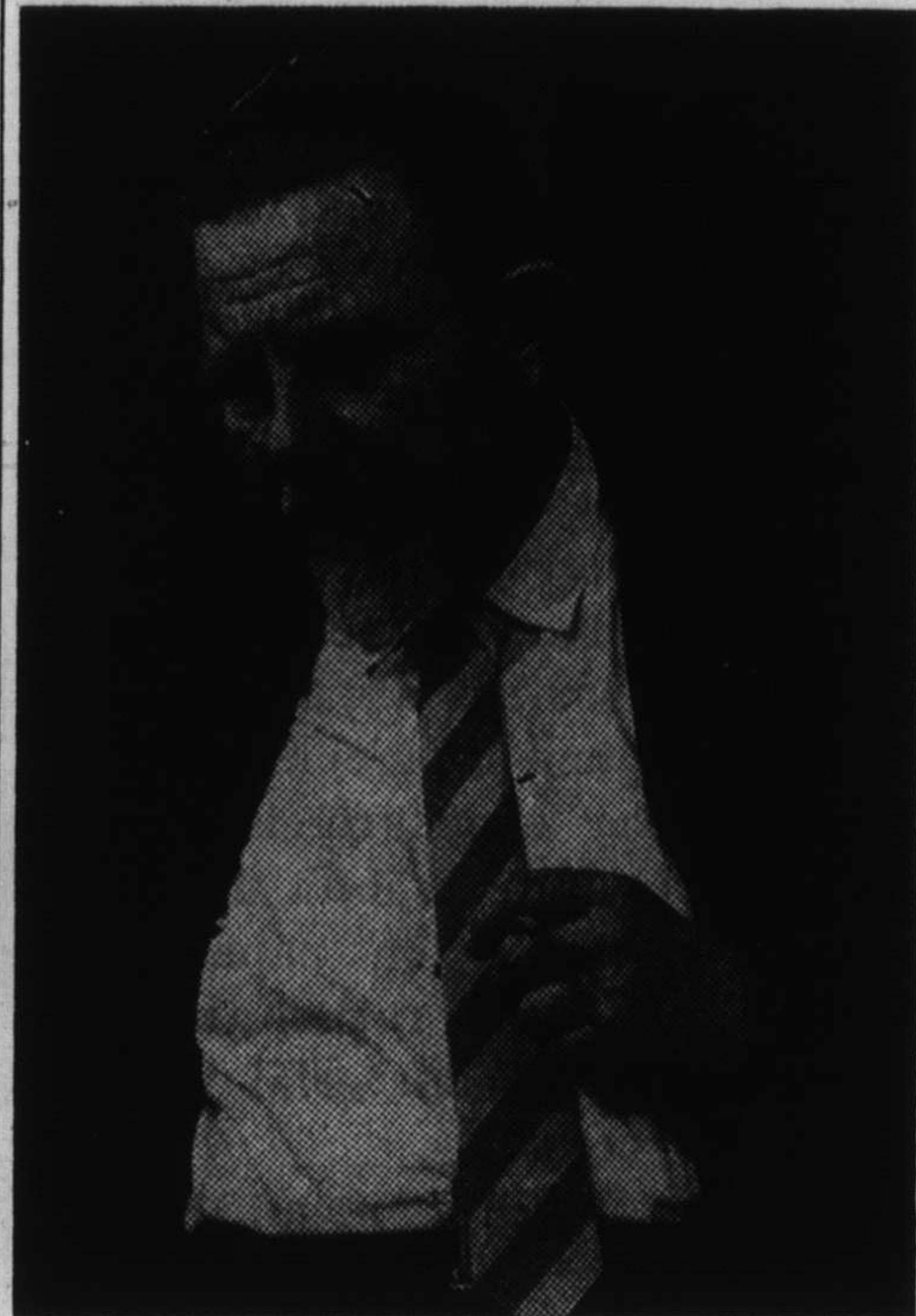
PRICE 20 CENTS

Dr. Michels Receives Editorship, To Head Nationwide Publication

Professor Walter C. Michels of Bryn Mawr College has been appointed editor of the American Journal of Physics, the official publication of the American Association of Physics Teachers.

Announcement was made Saturday, March 29, by Dr. Clarence J. Overbeck of the Department of Physics of Northwestern University, President of the Association, who said that Dr. Michels would assume the editorship starting with the September 1959 issue. He succeeds Dr. Thomas H. Osgood, Dean of the Graduate School of Michigan State University, who is on leave as Scientific Attache at the United States Embassy in London.

Professor Michels, who holds the Marion Reilly Chair of Physics at Bryn Mawr and is also head of the department, was president of the American Association of Physics Teachers in 1955-56 and is the author of many textbooks and articles dealing with the teaching of physics. He is a member of the Physical Science Study Committee, which is developing a new program sponsored by the National Science Foundation for the teaching of classical and modern physics in high schools, and recently has been a guest lecturer on television classroom programs.



DR. MICHELS

Soprano to Lead Opera Workshop

Camilla Williams, a lyric-soprano who has conquered audiences on both sides of the Atlantic, will give a workshop in the music room at 8:30, the evening of Wednesday, April 22nd.

Even the Viennese, a traditionally critical opera public, were won over by Miss Williams' singing, to the extent that she is now prima donna of the Vienna State Opera. Her career has broken two precedents in the field of opera; she was the first Negro soprano to appear with a major American opera company—The New York City Opera Co., and the first foreign-born artist

Continued on Page 5, Col. 4

Winner of Nobel Award for Physics Lectures on Properties of Transistors

Armed with a supply of rather intriguing demonstration apparatus, Dr. Walter H. Brittain, 1946 winner of the Nobel Prize in physics, illustrated last night for the Science Club some of the essential properties of both semi-conducting materials and transistors.

All solids, he explained, are classified on the basis of their ability to conduct electricity. Those which are neither very good conductors nor insulators are termed semi-conductors and exhibit peculiar characteristics—some of which were noted by Faraday before the beginning of the twentieth century.

The most striking of these early known properties is the sensitivity of the semi-conductor to light and heat while the good conductor is completely unaffected by the former and somewhat devitalized by the latter, the semi-conductor is revived by both.

The early part of the twentieth century brought the discovery of the magnetic field, created by the magnetic deflection of current, and

the subsequent conclusion that the carriers of the electric current are negative electrons. Physicists were somewhat disconcerted to find a short time later that the sign of the current carriers in the semi-conductor might also be positive! An explanation for this strange behavior on the part of the semi-conductor eluded physicists until several years later when progress was made in Quantum mechanics. "As a result of much pre-war work on the understanding of these semi-conductors," commented Dr. Brittain, "understanding of them approached a point where it was almost impossible for physicists not to wake up. I happened to be with the group that did." It was the work done on this "awakening" that earned Dr. Brittain the Nobel Prize.

Using a miniature amplifier and barely-audible-ring-causing oscillator, an FM radiator and transmitter plus microphone, a small radio powered by sunlight, and a rigged-up honograph with an Octangle Record, Dr. Brittain demonstrated

Continued on Page 5, Col. 1

Dr. Lise Meitner, Atomic Scientist, To Visit, Lecture

Professor Lise Meitner, physicist, mathematician, and co-discoverer of the Theory of Nuclear Fission, will be in the United States during April and May, on the invitation of Bryn Mawr College.

Since 1939, Professor Meitner has been living in Sweden where she is the only living woman member of the Swedish Academy of Science and is on the staff of the Swedish Atomic Energy Commission. She will give three lectures here.

On April 15 she will speak on "The Development of the Status of Professional Women" in Goodhart Hall. On April 27 she will lecture on "The Story of the Gamma Rays" in the lecture room of the Biology Building. On May 4 Professor Meitner will speak about "The Early History of Radioactivity and Nuclear Physics" in Goodhart Hall. All three lectures will begin at 8:30 P.M.

Dr. Broughton Accepts New Post With American Academy In Rome

T. Robert S. Broughton, Professor of Latin at Bryn Mawr College and Secretary of the Faculty, has been appointed to the position of Professor-in-Charge of the School of Classical Studies of the American Academy in Rome for the academic years 1959-60 and 1960-61.

This announcement was made April 10 by Michael Rapuano, President of the Academy. Professor Broughton will be on leave from Bryn Mawr College where he has been a member of the faculty since 1928.

Distinguished Scholar

Born in Ontario, Professor Broughton studied at the Universities of Toronto, Chicago and Johns Hopkins, from which he received a Ph.D. degree in 1928. In 1955 he was elected to membership in the American Philosophical Society, an honorary society whose roster of American members is limited to 500 scholars in all fields of learning. He received in 1953 the Award of Merit of the American Philological Association of which he is a Past President. He was awarded Guggenheim fellowships in 1945 and 1958, and in 1951-52 held at the American Academy in Rome a Fulbright award for research in Italy. He was Visiting Professor at The Johns Hopkins University in 1938-40, is an Honorary Vice-President of the Archaeological Institute of America, and an Associate Trustee of the University of Pennsylvania.

Publications Listed

He has published in the field of Roman History and Institutions, and is a member of the editorial board of *Historia*, an international journal of Ancient History. His publications include two volumes on *The Magistrates of the Roman Republic*, New York, 1951 and 1952; *Roman Asia Minor*, in Tenney Frank's *An Economic Survey of Ancient Rome*, Baltimore, 1938; and *The Romanization of Africa Proconsularis*, Baltimore, 1929.

Lectures in Prospect

"THE DEVELOPMENT OF THE STATUS OF PROFESSIONAL WOMEN"—Dr. Lise Meitner at 8:30 Wednesday, April 15 in Goodhart. See article above.

"ON EDITING DE TOCQUEVILLE"—M. J. P. Mayer will speak on the works of Alexis de Tocqueville on Friday, April 17, at 4 o'clock in the Ely Room. M. Mayer is editor-in-chief of Tocqueville's works, and has written the only English biography of Tocqueville. He is the author of *Political Thought in France from Sieyès to Sorel*, *Max Weber and German Politics*.

e. e. cummings will read his poetry in goodhart hall on april 20

april eums cum cummings cumming
(and where is here and he is who)
to read his (check one): singing, humming,
mysterious, bad, strange, great, new,
et cetera creations to
an audience of me and you.

the time is goodhart, the place eight-thirty,
the year is april and the month is twenty,
and certainly

he
is the
majorest notorious writer of poetry

t

h

a

t

minor english majors have seen
ever.

Tri-College Weekend Festivities Will Include Jazz, Merion Open House, Freshmen Floats, Carnival, Swimming, Dancing, And Horses

This year's Tri-College weekend looks active in more ways than one. Haverford, Swarthmore, and Bryn Mawr have joined forces to offer such sports as (in order of strenuousness) dancing, fire-engine riding, horseback riding, synchronized swimming, and rock 'n' roll. Details follow.

The weekend will go into orbit on Friday with a jazz and rock 'n' roll concert in Roberts Hall, Haverford. It begins at 8:10 p.m. and the admission charge is \$1.50 per couple. Then at 9:00 there is a Merion open house which is 75¢ a couple. It lasts until 1:00 a.m.

Saturday at 2:00 the parade of Freshman hall floats begins, and

this year there is a promise that they will be judged on Taylor steps. From there everyone should proceed to Merion Green for the Sophomore Carnival, where—besides the customary fire engine rides—such money-making enterprises as polaroid picture-taking, miniature golf, sponge throwing, refreshments, and an auction of professors' clothing will be featured.

Connected with the Carnival is a water-ballet, "La Swim Fantastique," to be given by the synchronized class in the gym at 3:30. Numbers will range from the "Red Shoes Ballet" to "Snow White and the Seven Dwarfs" and "The Three Little Kittens." All routines are aquagraphed by the students, under the direction of Miss Janet Yeager, physical education instructor. If enough interest is shown a baseball game will be played at 4:00.

Saturday night at 9:00 the big dance will be held at Swarthmore. Plans have been made to have Les and Larry Elgart with a fifteen-

piece orchestra. A special entertainment has also been planned, but not yet announced. Those planning to attend the jazz concert on Friday night should buy their \$5.00 tickets from the hall underground rep, as otherwise tickets must be bought separately.

On Sunday afternoon, at Fox's in Paoli, there will be a riding exhibition by Jackie Mars and Kate Evans. It is hoped that after the show other people will wish to ride, wearing anything they like. Horses can be rented for a nominal fee. The time for the exhibition has not been set, but spectators may bring picnic lunches. Those not domestically inclined can buy hot dogs there.

1959 Graduation Speakers Planned

Mr. Gaylord Harnwell, president of the University of Pennsylvania, will deliver the Commencement address in Goodhart Hall at 11:00 A.M., June 2, to close Bryn Mawr's 74th academic year.

Mr. Harnwell, a graduate of Haverford, has taught Physics at Princeton and at the University of Pennsylvania, of which he has been president since 1953. Recently he visited several universities in Russia. He is the author of several books on Physics.

The sermon at the Baccalaureate service, 8:00 P.M., May 31, will be given by Mr. Krister Stendhal, John H. Morrison Professor of New Testament Studies at the Harvard Divinity School. Mr. Stendhal, a native of Stockholm, Sweden, has resided in the United States since 1954.

THE COLLEGE NEWS



FOUNDED IN 1914
Published weekly during the College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College.

The College News is fully protected by copyright. Nothing that appears in it may be reprinted wholly or in part without permission of the Editor-in-Chief.

EDITORIAL BOARD

Editor-in-Chief Betsy Levering, '61
Copy Editor Lois Potter, '61
Managing Editor E. Anne Eberle, '61
Make-up Editor Frederica Koller, '61
Members-at-Large Marion Coen, '62; Alison Baker, '62

EDITORIAL STAFF

Ira Brannon, '62; Yvonne Chan, '62; Linda Davis, '62; Sandi Goldberg, '62; Anne Rassiga, '62; Grace Stevens, '61; Judy Stuart, '62.

BUSINESS BOARD

Sybil Cohen, '61; Jane Levy, '59; Nancy Porter, '60; Irene Kwitner, '61; Sue Freiman, '61; Melinda Aikins, '61; Matina Souretis, '61.

Business Manager Ruth Levin, '59
Associate Business Manager Elizabeth Cooper, '60
Staff Photographer Holly Miller, '59
Cartoonist Margaret Williams, '61
Subscription Manager Elise Cummings, '59
Subscription Board: Loretta Stern, '60; Karen Black, '61; Gail Lasdon, '61; Lois Potter, '61; Danna Pearson, '61; Lisa Dobbin, '61; Sue Szekeley, '61; Elise Cummings, '59; Sasha Siemel, '62; Doris Dickler, '60; Kate Jordan, '60; Jackie Goad, '61.

Subscription, \$3.50. Mailing price, \$4.00. Subscription may begin at any time. Entered as second class matter at the Ardmore, Pa., Post Office, under the Act of March 3, 1879.

Lesson in Unified Effort

If success or failure is measured by attendance, the Alliance conference last weekend was a disappointment. Scarcely eighty people, including two faculty members, attended the morning session, and the afternoon panels had a much sparser audience. This turnout followed a year of work by the Alliance board and the expenditure of something like eight hundred dollars.

Excuses can, of course, be made: bad weekend, bad weather and so forth. But the experience is an object lesson of the first order. It is no longer sane to assume that specifically Alliance projects—or those of A.A., Interfaith, what-have-you—appeal to anything like the whole campus. These groups, although ipso facto membership belies it, are specialized interest groups; accordingly, they will have to gauge their activities to the interest they command.

This does not mean that large-scale projects such as conferences have to be abandoned. It does mean that projects that hope to have an all-college appeal will of necessity have to be planned around a topic of general interest and sponsored by not one but a number of organizations working in conjunction. The machinery for this co-ordination of effort does not now exist, and here's where re-evaluation comes in. It seems that what is needed is a central governing body, composed of the heads of important organizations—the Big Six, Arts Council and perhaps College Theatre and Chorus. Such a group already exists as Co-ordinating Council, but it is without power; it makes no significant decisions, engages in no joint activities, is, in fact, a discussion group. A central council must be empowered to make decisions for the college if activities that are all-college in a real sense are to be planned.

One further point: instead of involving academicians in cloudy theory, the Alliance conference utilized men who were practically involved in a vital and immediate problem. The result was an important difference of opinion, flavored by the involvement of the participants. We hope 1) that the practical nature of the topic kept no students away and 2) that future conferences will keep this precedent in mind.

Mrs. Marshall: On Counseling

"Our counseling system is an inseparable part of our whole educational philosophy," said Acting President Dorothy N. Marshall in an interview with the News. Bryn Mawr's academic system, she explained, requires not only an avid interest in learning, but a tremendous independence and intellectual initiative. "There are no people hovering around to help you get started."

College policy takes the same position toward the non-academic side, Mrs. Marshall indicated. Bryn Mawr has complete student government and a residential system as free from regulation as possible. The Admissions committee tries to select the kind of student who has the maturity to profit by these arrangements. "If we're doing a good job in selecting students and students are wise in their choice of colleges, the system should work. Most people get along well on an independent basis and that's what they want."

Mrs. Marshall emphasized that, of possible counseling systems, the one now in operation at Bryn Mawr seemed best. The deans are scholars, and therefore in touch with the academic community, but at the same time "they are interested in young people and their education." It was thought that wardens would work better than housemothers or professional guidance persons in the dorms for two reasons: the

wardens are close to the students in age, and they are themselves sharing in the academic life.

The counseling system starts with the wardens, the most-of-the-time Dean said, and the administration "shoots for the competent people." This college officer should be one in whom the students have confidence as a person of good judgment, integrity and approachability. The administration keeps in touch with the graduate school here and with those of other colleges, and, rather than advertising, likes to be able to invite particular graduate students to be wardens.

Mrs. Marshall suggested that college policy was opposed to having "trained" guidance counselors in the dorms, but some wardens have had guidance training. In the same vein, Mrs. Marshall remarked that she felt a "personal counsellor" in conjunction with the Dean's office would have a function very little different from those of the Dean's themselves and of the wardens.

The college attempts to provide the services of skilled persons to deal with situations in which more special help is needed: psychiatrists, the vocational office, doctors, and the specialists in testing, study techniques, and counseling connected with the Child-Study Institute.

Mrs. Marshall said she did not feel that a faculty-advisor system would contribute to these counseling. Continued on Page 5, Col. 3

On The Theory and Practice of Teaching

Interview With Mr. Peter Bachrach

Question: I'm interested in asking you how you want to affect students and then, how you go about doing it—that is, your object in teaching political science, or even teaching at all, and what method you use to implement this object.

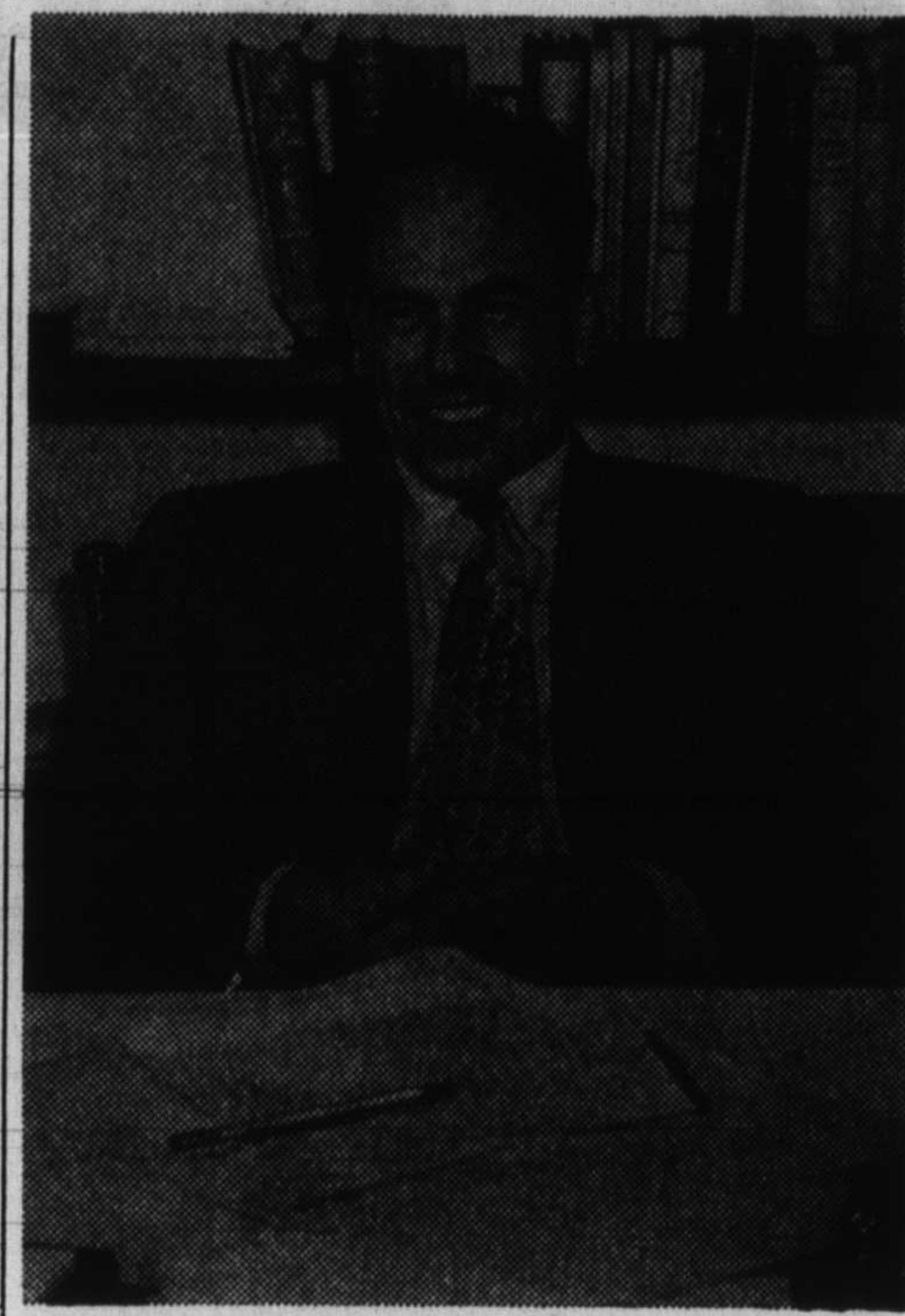
Mr. Bachrach: I think what we are trying to do, or at least my chief object in teaching, is to train or inculcate in the student a sense of commitment and scepticism: commitment to the realization that there are problems in social science that are of utmost importance to him and to the community, and commitment to solutions to these problems. Yet he must have a deep sense of scepticism as to the truth of his answers.

Question: How do you inculcate commitment in the students?

Mr. Bachrach: Primarily by challenging beliefs that they have always assumed to be true; by exploring the political and social implication of the ideas, their consistency or lack of consistency with other values strongly held. Once the challenge is accepted it is not difficult to involve the student in the subject matter and to prod him further in investigation. Of course, the trouble is that certitude is so tempting that the student often exchanges his old ideas for the new ones of the teacher or writer that he has recently been exposed to. So the process must go on. The student is not really committed until he sees the difficulty, intricacy, and subtlety of the problem. Then we can get to work.

Question: What does getting to work entail?

Mr. Bachrach: All I mean is that, once the student is involved in the problem, an investigation, analysis and evaluation of conflicting information and ideas within a theoretical framework becomes meaningful to the student. In social science, however, we are not only interested in finding out what exists in society, but also what values, ideals and institutions ought to exist. But I don't want to get into this. What I want to emphasize here is the importance of intellectual involvement. If the student is



MR. BACHRACH, Assistant Professor of Political Science.

not involved all else is lost. This perhaps is a truism, but I'm convinced that it is too readily overlooked. We spend too much time worrying about what subjects ought to be required, about "exposing students to important areas of knowledge" with too little concern as to whether the exposure is taking. And by "taking" I don't mean the ability to repeat on paper what has been said, but rather the integration of the material in the thought process.

Question: Does this mean that you are against all requirements?

Dr. Bachrach: I suppose this follows from what I have said, but what I have tried to emphasize is what I consider to be the fallacious assumption that if students are exposed to certain bodies of information they will actually absorb and digest this information or approach to a subject. I have the feeling that many students not only don't absorb material offered but on the contrary become more and more uninterested in the intellectual process. To me it matters little whether the person studies chemistry, archaeology, history or even political science. The crucial point is whether or not the subject becomes intellectually significant. Does he attempt to grasp the empirical world with some depth of

analysis within a meaningful framework? And is he attempting to relate his specialized study with related fields of knowledge?

Question: How does this principle which you are talking about apply to your field of political science?

Mr. Bachrach: In political science we can take one of two approaches.

The first is to attempt to cover the ground in the field on the theory that the student is not well trained unless he has been exposed to all major aspects of the subject. I reject this approach because it is not our business on the undergraduate level "to cover the ground." If the student becomes properly motivated and analytically trained he can cover the ground himself and during his own time. The second approach—and this is our job as I see it—is to grapple with problems which we consider to be significant in hopes that the student will see the relationship of the problem in a vital way to himself and the world in which he lives, that he will therefore be eager to undergo the difficult task of analyzing conflicting factual interpretations, values and philosophies in search of an answer.

Question: Do you succeed in accomplishing your objective?

Mr. Bachrach: With the exception of the honors' work—which, by the way, is the most satisfying undergraduate teaching—no. At the risk of inconsistency, I would be in favor of a compulsory requirement that all seniors must do a unit of senior research. But honors aside, I would say the most of the time I don't accomplish what I'm after. Of course the teacher can rationalize by saying that he is doing a good job since some of the students catch fire. But what about the great number who don't? This bothers me. The frustrating thing about teaching is that one can't see his own golf stroke nor can his partner give him tips as to what he is doing wrong. Consequently, he keeps on making the same mistakes year after year. I suppose that the best he can hope for is that some of the enthusiasm that he has for his subject will rub off on some of the students.

Question: What general changes do you think ought to be made to accomplish what you have in mind?

Mr. Bachrach: I, like anyone else, could name many, but I would say that our worst fault in higher education—and this certainly applies to Bryn Mawr—is our unwillingness to experiment, to change. Like other institutions, whether it be the church, the trade union, or the governmental bureaucracy, there are vested interests that are wedded to the status quo. It is not surprising that educational institutions are not an exception to the rule.

Question: How does institutional change come about?

Mr. Bachrach: Usually institutional change is the product of pressures from so-called impersonal forces. But this does not mean that man is impotent to influence either the direction or rate of change.

Question: More specifically, what ought to be done here and how at Bryn Mawr?

Mr. Bachrach: Generally I would suggest two things: First, recognize—or I should say question the possibility—that we are tradition-bound. I confess that a tradition per se is not necessarily bad, but it also follows that it is not necessarily good. I would like to see us experimental-prone. Second, there should be more discussion among all groups within the college community as to what we are trying to do and how we can best do it. I think that the College News could make a valuable contribution toward this end by continuing this type of interview in an effort to foster an interchange of opinion on this important problem.

Student Criticizes Faculty-Student Link

To the Editor:

The teacher and the student at Bryn Mawr should be ashamed of their relationship. It is wanting. A freshman entering this college is usually overwhelmed by the impersonality and laissez-faire attitude which the faculty seems to have for the student. She seldom sees the professor outside the classroom, other than in a "paper" conference, or the traditional coffee hours, which few professors attend. And, it is generally the recently-arrived professors who make it a point of suggesting, "Come to my office if you have a problem." When the student does meet a professor in his office, she usually returns to her friends smiling and exclaims, "Why, he's a real person—I never would have believed it."

Although a popular national magazine has accredited Bryn Mawr with being the "best" women's college in the country, this is no reason that we who attend it should consider ourselves better than our friends who attend Smith or Goucher. Our minds need just as much guidance as theirs. I am increasingly surprised at the number of students on this campus who do not really know why or what they are doing here—or even how to go about finding out. One can hardly find the answer from her colleagues and her warden is either in class or writing her thesis.

In many colleges, each student has an advisor who meets regularly with her (or him) to discuss not only academic work but college

life in general. At such meetings, small problems are discussed and often solved before they grow and the student may seem so disturbed that someone in authority suggests the psychiatrist. Isn't the use of the psychiatrist an escape of the issue? Isn't he taking the place of someone more important and more necessary to modern youth?

At Bryn Mawr most of the social life is in the hands of the students—Self-Gov., Undergrad, etc.—and the majority enter these activities with willingness and ability. There are many traditions that we must uphold—Lantern Night, May Day, Freshman Weekend which bring the whole college together—to name a few, and we do not dislike carrying on these traditions, but some of us are surprised at the resentment of some and the indifference of others of the faculty concerning these activities. I am not speaking of all the faculty but I am speaking of the general lack of alliance between the student body and the faculty.

It is hardly selfishness which causes us to seek advice from professors, but we are in college for four years, and these four years are perhaps the most important years we will know. We are going from young people to young adults and we are attempting to train our minds so that we will be assets to society, to our country, and to ourselves. We are only asking for counsel at a time when it is most imperative.

Sincerely yours,
Antoinette Killip, '61

E.F.L.

Conference Stimulates Interest in Labor-Management Strife

Waldman, Alliance Conference Speaker, Maintains The Goals of Government and Unions Run Parallel

"Goals of organized labor and American policy run parallel and side by side." This statement was made by Mr. Louis Waldman, speaking at the Alliance conference last Saturday morning on the topic, "Are the Goals of Organized Labor Compatible with Economic Stability?" Mr. Waldman is a labor attorney in New York City.

Mr. Waldman stressed the need for a strong rather than a stable economy; he argued that "economic stability can only be achieved where a power directs and controls all economic activities of a nation," and only in Nazi Germany, Fascist Italy, and Communist Russia was and is such control possible. In contrast, a strong economy, he argued, is a growing, dynamic economy concerned with the economic well-being of society in which it functions; it must also be a "humane, just economy." Reasonable stability, according to Mr. Waldman, should be the last factor to be considered.

Labor Goals

The goals of organized labor were placed under two main headings—present and future—by Mr. Waldman. The immediate goals which he enumerated were (1) increasing wages, (2) decreasing hours of employment, and (3) maintaining and improving conditions of employment. He stressed that the leaders are "working for eternity" when they get an improvement in a contract since, once in contract, it will never be removed.

The long-term goal of the unions, according to Mr. Waldman is to "build and maintain a good society" with everyone getting "a greater share of the fruits of our civilization." He said that "labor has its goals and goats," but "its goals are inspiring."

Legislation Discussed

The National Labor Relations Act of 1947 and the Employment Act of 1946 are evidence, he maintained, that the goals of the government and unions "run parallel," containing, as they do, certain principles, e.g., that the depression of wages acts against prosperity, that the right of collective bargaining must be upheld by courts, that the raising of the purchasing power of the people of the United States is an important goal and that full employment should be another im-

portant objective of the government. That these laws were made "not by union, but by nation" was stressed by Mr. Waldman.

The means the unions use to gain their goals are strike, boycott, and promotion of the growth of trade unionism. Mr. Waldman emphasized the particular importance of the last—promotion of the growth of trade unionism—since "it is important that unions cannot be free if the industry is not wholly organized." Since the gov-

ernment has entered the field of labor-management relations with social legislation, Mr. Waldman saw as a necessity the involvement of labor in politics. He remarked, "I never apologize for labor's political activity."

Mr. Waldman concluded that while the "labor goals mean something to labor," what is more important is that "they are entirely compatible not only with a stable economy but with a strong economy."

The Alliance Conference Evaluated

by Hanna Woods

The Alliance for Political Affairs on Saturday, April 11, presented the annual spring conference. The theme, "Labor Unions and Democracy," was planned to explore the various aspects of unionism and the problems presented to our economy. The two morning speakers, Herbert Northrup, employee relations consultant for General Electric, and Louis Waldman, a New York labor lawyer who includes among his clients the Longshoremen's Union, answered on a broad scale the question: "Are the Goals of Organized Labor Compatible with Economic Stability?" leaving the discussion of specific aspects—Right-to-Work Laws and Organizational Picketing—to the panels of the afternoon.

What was the value of the conference? Did it achieve its own ends and those of the Alliance? In spite of its several disappointments, the answer in regard to the worth of the conference is yes.

In a conference with a topic of this sort, it is probably impossible to resolve the questions raised either publicly or privately in one's own mind. However, such a conference can provide much intellectual, even emotional nourishment, and can supply facts and viewpoints on which later we may base definitive opinions. This is consistent with the goals of Alliance to stimulate student interest in the politics, policies and current problems that affect the lives of all of us. I believe that the conference was able in this way to touch the minds of those attending it.

The most disappointing aspect of the conference, for sponsor and speaker alike, was the very poor attendance. This, a product both of actual conflicting agendas and of that too well known denizen of this campus—apathy, did not seriously succeed in lessening the impact of the conference, because those who did attend were the ones most interested in the problem, and consequently received greater proportional benefit.

Was the conference valuable in itself? Again I think yes. The speakers were interesting—the labor representatives tending to be intensely fired with the zeal of a cause, the representatives of management striving toward a greater tolerance and rationality. Had there either been a little more time or had the speakers been a little more concise, there could have been a greater degree of audience participation in both the opening session and the afternoon panels. As it was, the participation in the form of well-chosen questions evinced a fascinating degree of controversy, which only whetted our appetite.

For some reason in general and Bryn Mawr students in particular tend to shy away from activities that can provide so much in interest and general knowledge. This characteristic and a fairly general reaction to the conference is summed up in the statement of a participant who was practically dragged bodily to the conference by a well-meaning friend, "I'm so glad you made me go; it was really interesting and you were right that I would learn a lot!"

L. B. Philip, Noted Scholar, Uncovers 'True' Meaning of Painting by Bosch

In an illustrated lecture Tuesday evening on "Bosch's Peddler: a Study in Detection," Dr. Lotte Brand Philip explained what she believes to be the real meaning of the early sixteenth century octagonal Flemish painting that has generally been thought to represent the prodigal son. Although the picture does include a beggarly looking man, a broken-down inn, swine, and a cow (presumably the fatted calf of the parable), Dr. Philip feels that this explanation is unsatisfactory; for there are too many elements in this representation which bear no relation to the Biblical story.

She pointed out that there are many Saturnian features in Bosch's painting as well as indications of melancholia, a humor frequently associated with children of Saturn.

In Italian and German prints of the same period a limping peddler is often pictured in conjunction with the planet god Saturn.

An observation of these two sym-

bolic layers, the Saturnian elements and the melancholic, is only the beginning of an understanding of this painting. The full meaning is seen only by placing it in its original context.

By a careful comparison of this and other works and copies of Bosch, Dr. Philip has deduced that the so-called prodigal son is really one of four round, allegorical paintings from the back of a triptych. Each represented the unmasking of an ill-famed profession. Of the four the peddler alone remains.

The figure is seen leaving the brothel at the left, where he has peddled his over-priced wares and acted as a procurer. The gallows on the hill at the right indicates "the ultimate punishment of this hated character."

Dr. Philip has reason to believe that the triptych to which this "moralizing, didactic image" belongs illustrated the theme of avarice, and was one of a series of seven triptychs, each of which depicted one of the seven deadly sins.

Self-Gov Specifies Sites for Sunning

Self-Gov. would like to remind you that (when weather permits!), the Sun-bathing Regulations must be observed. Sun-bathing is permissible on the roof between Pembroke and Rockefeller, the roof over Rock arch and on the gym roof. No college property such as blankets may be taken outside. Halters may not be worn anywhere except when sun-bathing in well-secluded places. This does not include the Cloisters, the tennis courts, or the lawns surrounding the halls.

You are asked to help maintain the appearance of the college this spring. Please take care not to walk on the grass, and beware of such green growing things as the daffodils that are trying desperately to grow along Pembroke driveway.

ENGAGEMENTS:

Ellen Thorndike '60 to Emery Rice.
Linda Luckman '59 to Joseph M. Levin.

Northrop Debates Economic Stability From Point of View of Management

As the second speaker in the morning half of Alliance's Conference on Labor, Mr. Herbert Northrop, Employee Relations Counselor for General Electric and former Professor at Cornell and Columbia, presented management's viewpoint on the question, "Are the goals of organized labor compatible with economic stability?" Mr. Northrop, speaking second, had the advantage of being able to meet and comment on the points made by Mr. Louis Waldman, labor's representative.

Mr. Northrop started off by saying that he agreed with his opponent on only one point. This is the two men's opposition to any stabilization of economy. Mr. Northrop said that this pressure for stabilization had been one of his major problems in dealing with labor unions. The unions, in an effort to ensure security for the members, attempt to stabilize conditions at General Electric to the point of stagnation.

He then stressed the fact that the only reason a company is in business is to make a profit. Fair pay increases are fine and should be met, but the moment the union demands an excessive amount, the company has every right to close rather than lose money. The union must realize that excessive demands are detrimental to the worker, in the long run, for he may lose his job.

Mr. Northrop thus feels that the goals of organized labor are not compatible with economic sta-

bility. True stability can be achieved only through the control of all industries in the hands of a central authority. The United States is a democracy, and as such cannot expect a stable economy in that sense. However, the conditions of labor are such that the only future prospect is a growing inflation.

Mr. Northrop sees automation as the only way out. Unlike many economists who anticipate increasing unemployment as a result of automation, Mr. Northrop predicts that the increased number of machines will demand more people to care for and maintain them, as well as others to design them. The change will be in the type of employment, not in the number of the employed.

Thus, according to Mr. Northrop, the only way in which we can arrive at the "never-never land" of the future with more jobs and more pay is through automation and increased production. The cause for our present recession is simply that we are not automating fast enough to keep employment at the same level. This, however, can easily be remedied in the future by speeding up the change to automation.

The frontiers of industry are not closed, Mr. Northrop concluded. But it is only through automation that we will be able to compete with foreign markets and check inflation. Otherwise, we have nothing to look forward to but mounting inflation.

'The Libation Bearers' Given at Yale 'Received With Moderate Enthusiasm'

by Alison Baker

"The Libation Bearers", complete with plaster Apollo and a pair of new and rather temperamental red portals, was received with at least moderate enthusiasm at its appearance in the Yale drama festival. An article in the "Yale Review" spoke of our performance as a "gallant effort", pointing out that the preceding "Agamemnon" would have provided the lacking character-build-up.

This was the third annual Festival of Undergraduate Drama at Yale. Besides showing a cross-section of undergraduate theater in the East, it also aimed to promote a general exchange of ideas and criticism. In a bare three days, there was a close-packed schedule of eight plays, many of them condensed to fit their time limit, and two parties, as well as whatever rehearsal could be fitted in.

Tuesday evening's program consisted of two original plays: Yale's "Five Days" and Swarthmore's "The Room". I didn't arrive at the festival until the next day, but from reports, the audience found the Yale performance the most successful of the evening, although their script was not outstanding. Swarthmore, on the other hand, seems to have created an atmosphere of boredom on both sides of the curtain. Smith, which made the third contribution to the evening's entertainment, presented an adaptation of Salinger's short story, "Uncle Wiggly in Connecticut". Apparently they didn't do enough with it to derive much benefit from the dramatization.

Wednesday's performances opened with "The Libation Bearers", considerably toned down to make the transition from Goodhart to the smaller Yale stage, and with many changes in blocking. The chorus was entirely female, using the three original women and two more played by Harriet Higgins

and Nina Broekhuysen. Pylades was played by Peter Garret. Otherwise the play had its original cast, except that Eumenides had to be cut out. Instead, it really was just "fancies of affliction" that the audience saw in the black space behind the gaping portals.

The audience seemed only mildly receptive, but from comments afterwards, either solicited or overheard, I gathered that this was less a general lack of sympathy than a mixture of violent likes

Continued on Page 4, Col. 2

Pianist Highlights Russian Repertoire

Marina Karklina will give a piano recital of Russian music on Sunday, April 19th, at 3:00 in the music room.

Madame Karklina is Russian-born, and has managed the rare feat of achieving excellence in two radically different musical media: voice and piano. As an opera singer, she has sung a wide variety of soprano leads appearing in major centers of operatic activity throughout Europe.

When she decided to remain in this country and become an American citizen, Madame Karklina also decided to devote herself to the instrument on which she began her career—the piano. One of her piano teachers is Mr. Alwyne. She has been received with great enthusiasm by audiences in cities of the U.S. and Canada.

Her program includes works by Scriabin, Prokofieff and Rachmaninoff, and will also provide the opportunity for Bryn Mawrers to hear several less-known Russian composers. Some of the pieces are based on Russian folk-melodies.

Dr. Bischoff Bridges Two Departments In Inter-relating of French, Latin Poetry

Speaking on the Latin setting of early French poetry, Professor Bernhard Bischoff, of the University of Munich, currently at Princeton's Institute for Advanced Studies, announced his wish "to build a bridge from department to department." His lecture carried out this aim through comparison of Latin and French poetry of the 11th century.

Hymn Adaption

The adaption of the Latin Ambrosian hymn forms to French verse probably came about through the influence of Fulbert of Chartres, the foremost teacher of his time. Fulbert was evidently revered by his students both as a poet and as a teacher, judging from the unusually large number of manuscript copies of his poems which have been preserved.

Examples of close interchange between Latin and French poetry range from haigeographical narratives to fabliaux. One such saint's life is the "Life of Saint Alexius", a Syrian legend which spread throughout Europe in this century and was one of the few poems able to survive the transition between pre-Romanesque and Romanesque literature. In this case, the French poem imitates a Latin verse form, but a contemporary Latin poem on the same subject is clearly based on the French original. Professor Bischoff thinks that the Latin version may have been written by a German student to make the poem available to his compatriots.

Ethical Tendencies

Even the fabliaux have ethical tendencies. Professor Bischoff illustrated his remarks by reading passages from several of these comic-moral works. "The Priest and the Wolf", one such example, tells the drily humorous story of a man who dug a pit for a wolf, caught one, and then fell in himself. He escaped death only because the wolf got out of the pit by leaping on his shoulders. The moral purpose here emerges as the Priest comes to realize that he has been neglecting his flock.

All these texts show their scho-

lastic origin in their vocabulary, imitation of the classics, and use of rhetorical technique. In some, such as "The Priest and the Wolf", one can sense the contempt of the educated author for the rustic. This little-known literature bears evidence to the important exchange that went on between French and Latin culture in the eleventh century.

Yale Festival

Continued from Page 3, Col. 5

and dislikes.

Barnard's "Princess Ida", which followed, seemed more congenial to the audience, and it was indeed a very gay and rollicking performance. The piano overture sounded rather as though it were being read for the first time, but then perhaps the light was bad. The scraps to which their time limit had forced them to reduce the operetta were very ingeniously linked by a narrator, and although, as in most Gilbert and Sullivan done by amateurs, the performance tended to lag and lack precision, it was generally quite spirited.

Mount Holyoke kept spirits soaring with "The Tragedy of Tragedies", a satire on all tragedies, by Fielding. It is an absolute mass of references and flowing speech, much of which, from the balcony at least, was lost by blurred diction. However, there was some very imaginative use of gesture, and on the whole this was a very entertaining and quite ambitious performance. Among the Bryn Mawr contingent, the play was murmured to be just the thing for some future May Day performance.

Following the evening's program, there was a party, later described at length in the "Yale News", even to the recipe of its near-lethal punch. It was held in a rather dusty rehearsal room, camouflaged by a lurid assortment of red and green lights. The crowds were sternly told to BE FESTIVE by a sign on the blackboard. All proved so obedient that only a drastically depleted audience was on hand the next morning for the two remaining plays.

Here again, since I left early to return to Bryn Mawr, I will have to rely on report rather than observation, but apparently Skidmore did a good job on a delightful play, in producing Ionesco's "The Chairs". The festival was brought to a close by a less satisfactory performance—Wheaton's "Parade at Devil's Bridge", by Henri Gheon.

BEAU & BELLE
Breakfast
Lunch
Dinner
Late Snacks
Open Seven Days
Next door to Bryn Mawr P.O.



**Gibbs girls
get top jobs**

Special Course for College Women.
Residences. Write College Dean
for GIBBS GIRLS AT WORK.

Katharine Gibbs
SECRETARIAL

BOSTON 16, MASSACHUSETTS, 21 Marlborough St.
NEW YORK 17, NEW YORK . . . 230 Park Ave.
MONTCLAIR, NEW JERSEY . . . 33 Plymouth St.
PROVIDENCE 6, RHODE ISLAND, 155 Angell St.

Opera Company Presents a Workshop And Performance of American Operas

by Alison Baker and Lois Potter

The After Dinner Opera Company, one of the liveliest of the groups endeavoring to give opera in America a much-needed shot-in-the-arm, visited the Bryn Mawr campus Wednesday, April 8, presenting a noon workshop on contemporary opera and, in the evening, three short one-act operas.

Mr. Richard Flusser, director of the company, opened the workshop with a short discussion of the origins of opera and its development in the twentieth century.

"Porgy and Bess" at its world premiere marked the real birth of American opera. Its success, proving that the subject matter of an opera could be realistic and its libretto English, made possible the whole string of operas which have developed in America since the 1930's.

Defining an American opera, Mr. Flusser claimed, is almost as difficult as defining an American. Generally, in American opera, the libretto and subject matter are drawn from American sources, and mus-

ically too, the operas use American ideas, such as jazz, folk-music, and the turmoil of contemporary music which has developed since the last war.

The remaining part of the workshop was devoted to two examples of contemporary opera, performed by the company without props, costumes or sets. The first was an excerpt from Theodore Chandler's "The Pot of Fat". It is "a mystical opera, gets off the ground", and concerns a bass-baritone cat and a soprano mouse who fall in love. This eventually turns out unfortunately, for the mouse.

The second example was from a British opera, "Three's Company", by Anthony Hopkins.

The scene performed by this company mingled most delightfully the paraphernalia of office rush and decorum with the lyricism of opera, even using the tapping of a typewriter to musical (and comic) advantage.

The three operas performed in the evening, while of less musical interest than the ones given in the

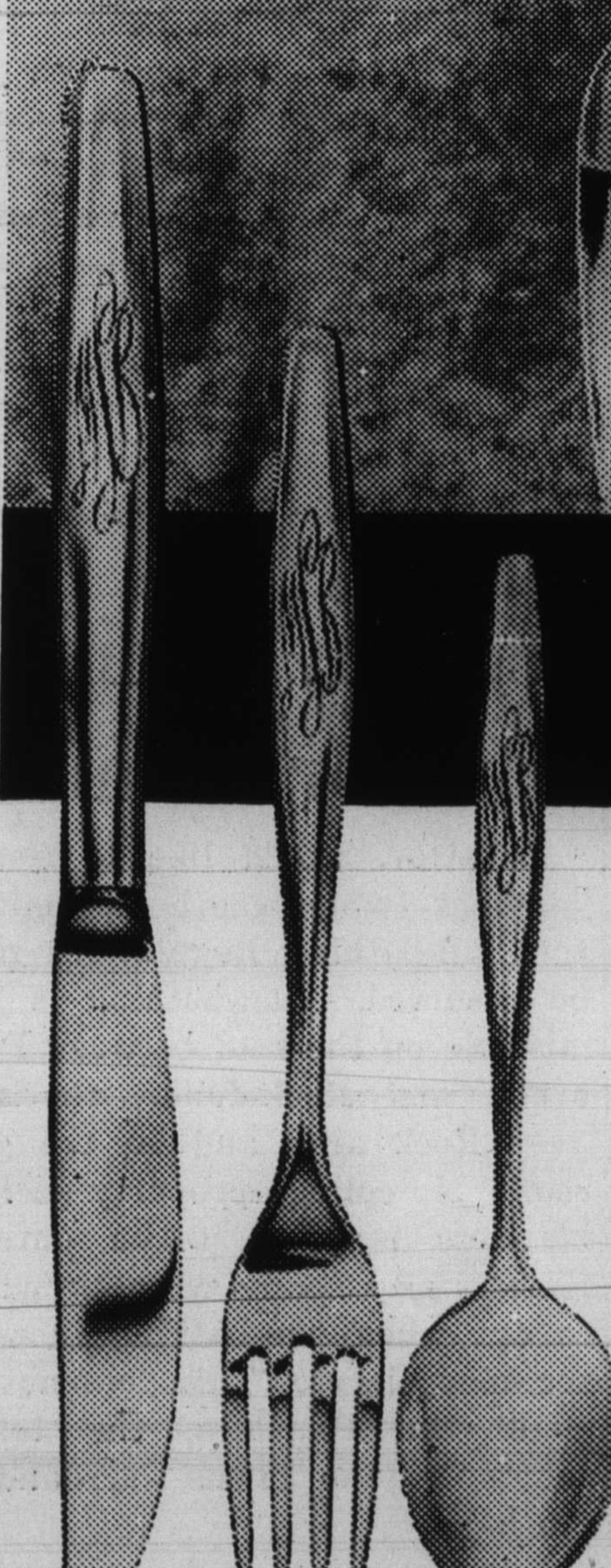
workshop, displayed the remarkable versatility of the three-singer company and must have gone a long way towards convincing recalcitrant souls in the audience that opera can be fun.

Offenbach's "66" was perhaps less suited to the talents of the company than their other two selections because the rather slight plot and feeble dialogue of the older work threw most of the emphasis on the music, and the singers' voices were not always able to do it justice. Their acting, however, was excellent and brought out the old-fashioned jollity of the piece.

"Sweet Betsy from Pike", by Mark Bucci, relied essentially on the title song for its melody, but produced delightful and sometimes amusing effects of harmony against this background.

The company's last and most ambitious offering, "Apollo and Persephone", by Gerald Cockshott, was charming musically as well as dramatically, containing not only attractive original numbers but

(Continued on Page 6, Col. 4)



individually yours . . .

your initials individually styled in your own monogram create this new Kirk pattern design. Signet is gracefully styled in modern form to combine perfection in balance, weight and line with distinctive functional design for multiple use. Each piece hand engraved with your individual monogram to be so . . . individually yours.

See Signet now at your nearby Kirk dealer. Come in today and see how the unique Monogram Selector creates your own pattern. Once you've seen Signet you'll know that it is yours alone.

- | | | |
|---|---------------------------------|---|
| J. E. CALDWELL
Philadelphia, Haverford, Wilmington | LLOYD-WALSH
Wilmington, Del. | DIESINGER'S—CHESTNUT HILL
Ardmore, Pa. |
| S. KIND & SONS
Philadelphia, Pa. | APPEL JEWELER
Allentown, Pa. | CHARLES K. BOAS, INC.
Harrisburg, Pa. |
| HESS BROS. | | P. A. FREEMAN, INC. |

Write for Silver Notes from Kirk . . . Kirk Sterling, Department 31, Baltimore 18, Maryland

African 'Hunters' Preserved in Film

"The Hunters," a film about a primitive African tribe, was shown Thursday and Friday, April 9 and 10 in the Common Room. This documentary, sponsored by the anthropology department, was made by the Peabody Museum as part of its attempt to preserve primitive cultures on film.

The tribe portrayed is a South African tribe of the Kalahari desert region, west of the Bushmen. These people live under very primitive conditions, moving with the seasons in their search for food, game and water holes. Their diet consists of roots dug out of the ground with sticks, berries, and any meat the men may kill.

The movie showed a 13-day hunt of four men looking for meat for a hungry band. The warriors wear breach cloths under stomachs swollen by malnutrition. To kill animals they use hand-fashioned bows and wooden arrows tipped with a poison made from beetles and roots.

The hunters killed porcupines, then wounded kudu, an African antelope, with a poisoned arrow. After three days of trailing they found the kudu devoured by hyenas and vultures. Finally a giraffe was shot and followed for six days until it could be speared. It was skinned and cut into strips, and taken home to provide a nine-day supply of food for the small band.

Properties of Transistors

Continued from Page 1, Col. 2
the talents of his newly-developed transistor. "One of the greatest difficulties encountered in the early days of the transistor, he said, was to convince Bell Telephone engineers of its applicability. This was speedily accomplished with one of the above mentioned demonstrations.

The activity of these transistors Dr. Brittain paralleled to the circuit neutron of the human brain. Calculations show that the brain requires 24 watts per second of energy or one ten-billionth watt per second for each "bit" of information considered. A good transistor requires only one hundred thousandth. Although both

of these figures are rather amazing, "there remains still", said Dr. Brittain, "considerable room for improvement in both the brain and modern technology".

Mrs. Marshall

Continued from Page 2, Col. 2

ing arrangements. "A faculty-student relationship must be real, based on common concern with work. There is no end to the time and concern a faculty-member will give a student—but the student must take the initiative." Such a relationship, she seemed to think, is solid and important; "but there is no way to legislate something artificial into taking root."

Handkerchiefs Embroidered Linens
Trousseaux Bath Ensembles
Monograms Irish Damasks

WILSON BROS.
MAGASIN de LINGE
825 Lancaster Avenue, Bryn Mawr, Pa.
LAWrence 5-5802

Camilla Williams

Continued from Page 1, Col. 1
to be engaged by the Sadler Wells Opera Co. of England.

A series of rave press notices agree in crediting Miss Williams with a voice of exceptionally rich tone quality and with musicianship and control enabling her to achieve subtlety and variety in its expression. Although her success has been most prominent in the opera stage, Miss Williams has also given recitals of lieder and spirituals.

In this workshop, sponsored by the Friends of Music of B.M.C., she will illustrate her roles in The Saint of Bleeker Street, Madame

Butterfly and Aida. Yehudi Menuhin presented a comparable program last year, showing the artist's own view of the music he performs and demonstrating the possibilities of his instrument. Miss Williams' workshop promises to be equally exciting.

Jeanett's
Bryn Mawr Flower Shop
823 Lancaster Avenue
We Wire Flowers
LAWrence 5-0570

BRYN MAWR COLLEGE INN

OPEN TO THE PUBLIC

Breakfast 9:00-11:00 A.M.
Luncheon 12:00- 2:00 P.M.
Afternoon Tea 3:30- 5:00 P.M.
Dinner 5:30- 7:30 P.M.
Sunday Dinner 12:00- 7:30 P.M.

OPEN SEVEN DAYS A WEEK

SPECIAL PARTIES AND BANQUETS ARRANGED
Telephone Lombart St. and Morris Ave.
LAWrence 5-0386 Bryn Mawr, Pennsylvania

Phone: LAWrence 5-9488

Shear Artistry

AT

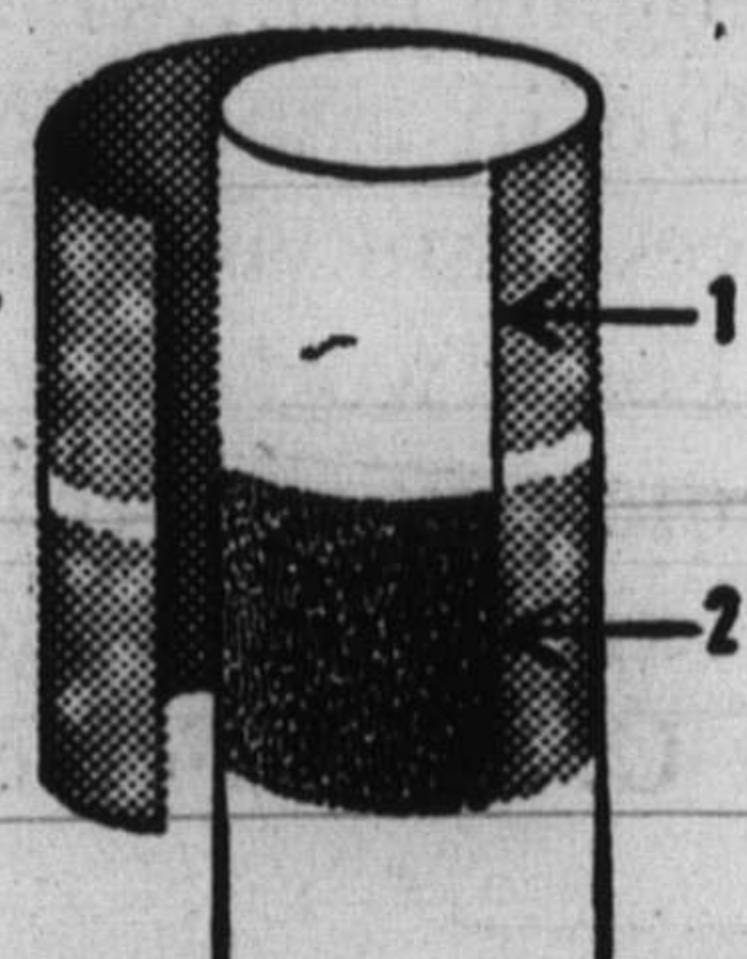
MARGO NICHOLSON

BEAUTY SALON

872 Lancaster Ave.

Bryn Mawr, Penna.

HOW THAT RING GETS AROUND!



Tareyton's Dual Filter filters as no single filter can:

- 1. It combines an efficient pure white outer filter...
- 2. with a unique inner filter of ACTIVATED CHARCOAL... which has been definitely proved to make the smoke of a cigarette milder and smoother.

The Tareyton Ring Marks the Real Thing!

Hooray for college students! They're making new Dual Filter Tareyton the big smoke on American campuses! Are you part of this movement? If so, thanks. If not, try 'em!

NEW DUAL FILTER Tareyton

Product of The American Tobacco Company "More in our middle name" (©A. T. Co.)

WANTED!



EXECUTIVE SECRETARY

DESCRIPTION: alert, poised, college-trained, able to handle responsibility.
WANTED BY: discerning employers everywhere (editors, TV producers, bank officials, advertising executives, etc.).
REWARD: an interesting job, a good salary and excellent advancement opportunities.
For information about the Berkeley EXECUTIVE SECRETARIAL COURSE FOR COLLEGE WOMEN, write the Director today.

BERKELEY SCHOOL

New York 17: 420 Lexington Ave.
White Plains, N.Y.: 122 Maple Ave.
East Orange, N.J.: 22 Prospect St.



on American Express 1959 Student Tours of Europe

Wherever, whenever, however you travel, your best assurance of the finest service is American Express! On American Express Student Tours of Europe you'll be escorted on exciting itineraries covering such fascinating countries as England... Belgium... Germany... Austria... Switzerland... Italy... The Rivas... and France. And you'll have ample free time and lots of individual leisure to really live life abroad!

- 7 Student Tours of Europe... featuring distinguished leaders from prominent colleges as tour conductors... 40 to 62 days... by sea and by air... \$1,397 and up.
- 4 Educational Student Tours of Europe... with experienced escorts... by sea... 44 to 57 days... \$872 and up.
- Other European Tours Available... from 14 days... \$672 and up.
- Also, Tours to Florida, Bermuda, Mexico, West Indies and Hawaii.

You can always Travel Now—Pay Later when you go American Express!
Member: Institute of International Education and Council on Student Travel.
For complete information, see your Campus Representative, local Travel Agent or American Express Travel Service... or simply mail the handy coupon.

AMERICAN EXPRESS TRAVEL SERVICE

65 Broadway, New York 6, N. Y. c/o Travel Sales Division
Yes! Please send me complete information about 1959 Student Tours of Europe! C-56
Name.....
Address.....
City..... Zone..... State.....

PROTECT YOUR TRAVEL FUNDS WITH AMERICAN EXPRESS TRAVELERS CHECKS—SPENDABLE EVERYWHERE
APPLY NOW FOR YOUR COMPREHENSIVE AMERICAN EXPRESS WORLD-WIDE CREDIT CARD

Notice

HAVERFORD COLLEGE
cordially invites you to
Two William Pyle Philips Lectures
on
Genes and Proteins
April 20
Structure and Replication of DNA
F. H. C. Crick, Unit of Molecular
Biology, Cambridge University
April 27
Genetic Control of Protein Struc-
ture
Vernon M. Ingraham, Unit of
Molecular Biology, Cambridge
University
Roberts Hall 8:15 p.m.

TYPEWRITERS
Sold — Rented — Repaired
SUBURBAN TYPEWRITER
39 E. Lancaster Ave.
Ardmore, Pa.

Get that special look for the
College at
Vanity Shoppe LA 5-1208

Get your new spring ward-
robe of cotton dresses at
Joyce Lewis
839 Lancaster Ave.
Bryn Mawr

HAMBURG HEARTH
Now Open Until
1 A. M.
Fri. and Sat. Evenings
Also
Delivery Service
Between 8 & 10:30 p.m.
Daily Except Sunday
LA 5-2314

Haverford College Collection Programs

- April 21 Irwin Panofsky, The Institute for Advanced Study
- 28 to be announced
- May 5 C. L. Barger, Professor of English, Amherst College
- 12 John Mehegan, Jazz critic, New York Herald Tribune



**The book you need
for sound planning
The College Girl
Looks Ahead**

TO HER CAREER OPPORTUNITIES

By **MARGUERITE ZAPOLEON**, Special Assistant,
Women's Bureau, U. S. Department of Labor

A BASIC GUIDE . . . for college girls and those preparing for college, their parents, and their counselors, a comprehensive, up-to-the-minute survey of career opportunities for college graduates. It supplies just what every-one needs in specific guidance toward scores of occupations, in terms of interest, aptitude, necessary training, temperamental hazards, salaries, etc. In this book career planning, preparation, and effective performance are helpfully interrelated. *Bibliographies and special references for each field.*

"The college girl can look ahead more wisely if she consults this book . . . Mrs. Zapolon has drawn upon her wealth of experience as a specialist in preparing this reliable and authoritative account of several hundred occupations."—**MAX F. BAER**, Former President, National Vocational Guidance Association

Get a copy at your bookstore or use the coupon below.

10 DAYS' FREE EXAMINATION

HARPER & BROTHERS
51 E. 33 St., N. Y. 16 Name _____

Gentlemen: Please send me **THE COLLEGE GIRL LOOKS AHEAD** for 10 days' free examination. Within that time I will either remit \$3.75 plus a few cents postage or return the book. **SAVE!** If you enclose payment we will pay mailing charges. Same return privilege.

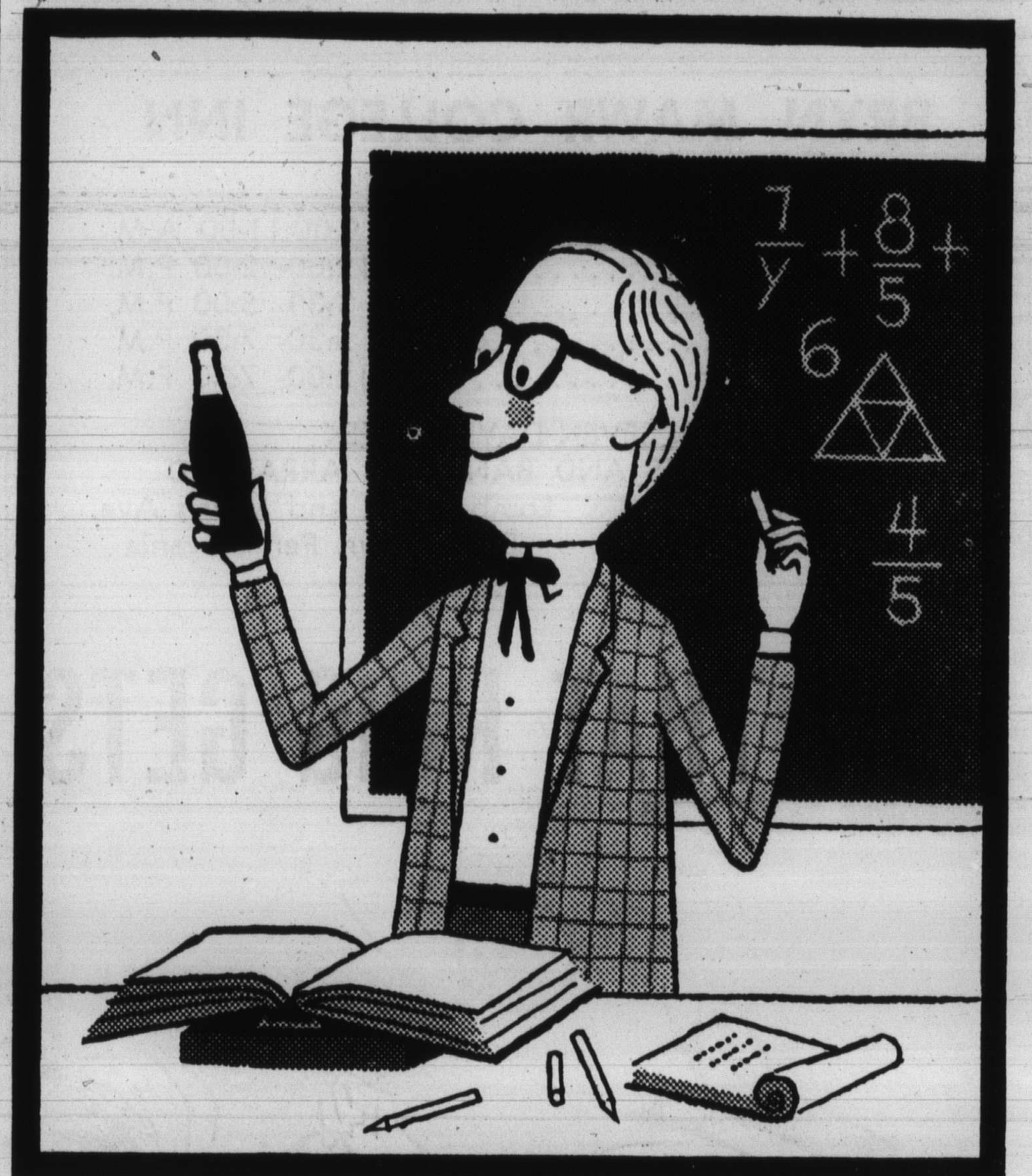
Address _____ City _____ Zone _____ State _____

"The best available resource today."
—Journal of the American Association of University Women

Opera

Continued from Page 4, Col. 5
much mischievous parody.
The singers—Jeanne Beauvais, soprano, Norman Myrvik, tenor, and Francis Barnard, baritone—had pleasant if not outstanding voices, with excellent stage presence, and their performance was amateurish in the best possible sense of the word.

Anything Fine In The Musical Line
Expert Repairing
LOCKERS
Fine Musical Instruments
At prices you can afford
21 S. 18th St., Phila 3, Pa.
LOcust 7-2972
Treasury of Folk Song Instruments



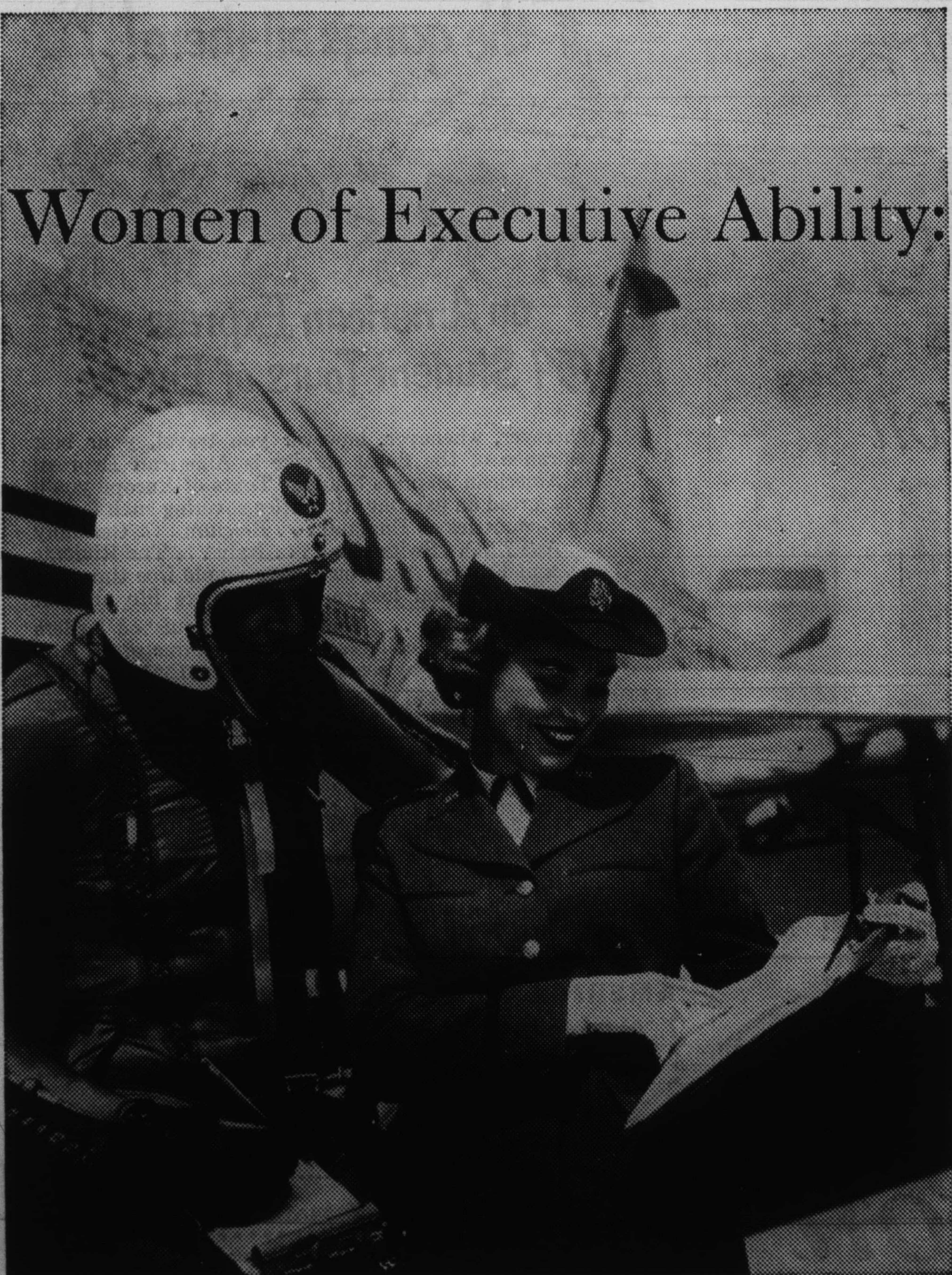
Q.E.D.

Yes, it's been demonstrated time and time again, that for real refreshment it's Coke every time! Add up that cold crisp taste, that lively lift and you really have a drink worth going after. So whenever the crowd has a multiple thirst, make the high sign of good taste . . . pass around the Coca-Cola! Quod Erat Demonstrandum!



BE REALLY REFRESHED...HAVE A COKE!

Bottled under authority of The Coca-Cola Company by
THE PHILADELPHIA COCA-COLA BOTTLING COMPANY



Women of Executive Ability:

There is an exciting future for you as an Officer in the U. S. Air Force

If you are a woman who responds to a challenging job...who enjoys stimulating world-wide travel...who finds fun in association with young, imaginative people...you should investigate your opportunities as a WAF officer. Women in the Air Force work side-by-side with male Air Force officers, receive the same pay and privileges, have equal chance for assignment and advancement. Investigate your chances for a *direct commission* in the U. S. Air Force today.

WAF WOMEN IN THE AIR FORCE

MAIL THIS COUPON TODAY

WAF Information, Dept. W-94
Box 7608, Washington 4, D. C.

Please send me more information on my opportunities for a **DIRECT COMMISSION** in the U. S. Air Force. I am a U. S. citizen between the ages of 21 through 33, am unmarried and without dependents under 18 years of age.

Name _____
Street _____
City _____ Zone _____ State _____
College _____ Degree _____ Major Subject _____