

The College News

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Three-College Orchestra Acclaimed For Competently Performed Concert

by Anne Farlow

An enthusiastic audience greeted the combined efforts of the Bryn Mawr-Haverford Orchestra, part of the Swarthmore College Orchestra, Dr. Reese, and Mme. Jambor in Friday night's concert in Goodhart. By adding the Swarthmore members to the usual Bryn Mawr-Haverford combination a full-fledged orchestra was able to present a varied and generally well executed program.

The first half of the concert was characterized by music which was well suited to the orchestra's abilities and consequently played with assurance and spirit. The opening work was the Concerto Grosso Op. 6, No. 3, by Corelli. The concertino was played by Marcia Leigh, Thomas Souders, and Bob Martin. The piano did not seem necessary as a support to these most competent players and served only to blur the otherwise sharply defined concertino-piano effects. The ballet suite "Cephale and Procris" by Greta Mottl which followed utilized much of the variety the orchestra was able to produce. Complete from piccolo to percussion, it must have been difficult for Dr. Reese to coordinate this piece, but it was well done.

Nathaniel Ward from Swarthmore was the soloist in the Concerto for Oboe and Strings by Cimarosa. The balance between strings and oboe was excellent. Although he usually anticipated the beat which Dr. Reese set, Mr.

Camp Counsellors Are Badly Needed

by Sandy Grant

For fun with a challenge this summer, have you thought of camp counselling?

Counsellors are being recruited now for Bryn Mawr's Summer Camp, located at Stone Harbor, New Jersey. The camp is run entirely by Bryn Mawr students, with the professional aid of a nurse and a cook. We hope to staff the camp with a director and six counsellors from the student body this summer. Some previous camping experience is preferred but not essential.

The director receives a salary of \$100. The other counsellors' rewards, though not monetary, are abundant and have special significance for the future teacher, social worker, or mother. The campers are underprivileged little girls from the slums of Philadelphia. There is ample evidence from what the children say and from the grateful reports of the social work agencies that recommend the children to us that the experience is genuinely fun and worthwhile for the campers.

The camp season this year will probably run from the fourth week in June until the first week in August, with two 2½ week sessions each with 15 to 20 campers, ages 8 to 11. League Board members in the East will welcome in their homes during the interval between the end of school and the beginning of the camp season any counsellors who live in the Midwest or on the West Coast.

If you are interested in a position at the camp this summer please see your League hall rep or Sandy Grant in Rhoads as soon as possible.

Ward proved otherwise a most capable soloist.

Following the intermission Mme. Jambor was the soloist in the Piano Concerto in D minor by Mozart. The concerto was not as finished as the rest of the program, probably because of the lack of experience of most members of the orchestra in playing this type of concerto. Mme. Jambor improvised both cadenzas, an unusual practice in the 20th century. They were non-virtuoso, and seemed more in the style of Jambor than of Mozart. Mme. Jambor, Dr. Reese, and the orchestra were all applauded long and loudly, expressing the audience's appreciation and enjoyment of the concert.

Conference Gains Speaker: Goldman

by Alex Van Wessem

The Bryn Mawr sponsored conference, to be held on April 12, promises to be well worth waiting for. Delegates from twenty different schools in the area and faculty members will meet then to discuss the topic, "Can Democracy Survive in America?"

To begin with, there will be registration in the Commons Room from 10:15 to 10:45, after which Miss McBride will make some opening remarks. Then Mr. Rositer will speak, with Mr. Comanager concluding the morning session.

The delegates will visit in various halls for lunch. In addition, a special luncheon is planned for the speakers, members of the panel, and those who helped plan the conference.

From 2:15 until 3:15, the panel discussion will be held; the major themes under discussion will be education, mass media, and the American character. The panel, since it is composed of visiting professors, Bryn Mawr professors, and several students (in different departments), should present a variety of views. Following this discussion, Mr. Eric Goldman, of Princeton University, will speak. It is very much hoped that Bryn Mawr will be well represented at the panel discussion as well as at the lectures.

Such a conference takes a great deal of foresight and planning, as anyone who is working on a committee will readily tell you. But it cannot provide the necessary audience. Although Haverford, Swarthmore, and Penn State will be well represented, it is up to Bryn Mawr to manifest an active interest in current world problems by participating in the conference. So please circle April 12 on your calendars in red, and plan our weekend accordingly. If you have a date, bring him along.

If you wish, in addition, to help as a hostess, do contact Sue Shapiro in Radnor, or Carolyn Franco in Rock, if you have not already signed up.

Notice

On Sunday, March 9, there will be a program of religious music presented jointly by the Bryn Mawr College Chorus and the Lehigh University Glee Club, with bass ensemble. The program, directed by Robert L. Goodale and Robert Cutler, will take place at 8 p.m.

Juniors Offer Various Responses to Marshall Plans for Revising Schedule of College Year

Seventy-two members of the junior class recently answered questions concerning the college year and the academic schedule on a questionnaire drawn up by Dean Marshall. Several of the proposals in the poll have been under recent discussion on campus. The following is a list of the tabulated results and the comments which accompanied them are listed separately.

Junior Class Poll On the Schedule

Total handed in—72

Do you favor lengthening the college year?.....yes; 59...no; 10...indef.; 1	
How much time would you add?.....1 week; 23...2 weeks; 39	
When would you add the time?.....beginning of year; 45	
	end of year; 2
	both; 14
Do you favor the idea of a reading period?.....yes; 55	
	no; 14
	indef.; 2
What should the purpose of a reading period be?.....review; 37	
	new work; 2
	both; 21
How long should a reading period be?.....1 week; 60	
	2 weeks; 7
	3 days; 1
	4 days; 1
	indef.; 1
When should a reading period be scheduled?.....midyear; 2	
	finals; 16
	both; 43
Do you favor longer vacations?.....yes; 31	
	no; 33
Which would you lengthen?.....Christmas; 18	
	Spring; 28
Do you favor having final exams before Christmas?.....no; 38	
	yes; 34
If so, when would papers be due?.....before Christmas; 16	
	after Christmas; 13
Do you favor shortening the examination period; keeping in mind that this would mean that some people would have two exams in a day?.....no; 59	
	by 2 days; 5
	by more; 1
	yes in general; 3
If any of the following measures should become necessary in order to find additional class time and space, which would you prefer?	
	Saturday classes; 4
	8 a.m. classes with breakfast, 7:35-8:15; 29
	a Friday afternoon block; 17
	a double lunch period; 37
Do you favor dropping the monitor system?.....no; 44	
	yes; 23
	neutral; 4

"I'll Carry You Off To A Cannibal Isle" Saturday At Bryn Mawr's Arts Night

by Lois Potter

Skinner Workshop. Roger Hardy as Sweeney and Mina Hamilton as Doris are leaning on a very flimsy-looking table, eyeing one other.

Roger: "I'll carry you off to a cannibal isle."

Voice from the back of Skinner: Be careful not to tear that thing you're standing on. It's a back-drop.

Roger: "I'll carry you off to a cannibal isle." (Trying out various evil grins.)

Mina: Am I suppose to be taking him seriously?

Roger: If I'm not serious, how do I say, "I'll carry you off to—"

Voice: Oh, you can say that like that, yes. Start the scene again.

Roger: "I'll carry you off to a cannibal isle . . ."

Arts Night is progressing. Progressing so rapidly, in fact, that several aspects of the program have been changed from the one described in the News two weeks ago. Biggest innovation: Gretchen Jessup, chairman of Arts Council, announced proudly, "There will be a piano in Skinner." The piano will make it possible, among other things, for the Harmony Class to

give some of its original compositions their premiere, and possibly for Diana Dismuke to sing operatic arias.

Another addition to the program is Ghida Shabandar, who will perform two short Manupri dances. These are dances of religious symbolism, and for them Ghida will wear the traditional sari, and bells on the ankles.

On the technical side of the production, Sue Jones, stage manager, finds few difficulties. Because of the many different kinds of acts to be given, there will be very little scenery, and that will be mainly of the suggestive variety. Most props, even a vintage telephone for Sweeney Agonistes and a tobacco plant for the dance club, are being unearthed after only comparatively minor girl-induced earthquakes. But . . . "Does anyone have a Buddha?"

In case you have forgotten, Arts Night (under the able direction of Kathy Kohlhas) will take place Saturday, March 8, at 8:00 in Skinner Workshop. It's a good way to start the evening (in case you are going to the Haverford Prom afterwards), or it can be an equally worthwhile end in itself.

Vote Definitely Favors A Longer Year

In addition to the specific answers the juniors were asked to list their own comments and suggestions. Some of the most frequent were: Night classes; travel time for vacations; the possibility of being dismissed at lunch time for Thanksgiving and spring vacations, and several requests that students be allowed to change the examination schedule as it would be individually convenient, or else arrange their own exam schedules.

Comments also came from particular areas of the poll to qualify the answers given. In response to the query on reading periods some students asking for extra time wished to employ it in special projects on an individual basis to be connected with the major subject. One person even suggested a six week semi-academic, semi-employment program, with jobs also connected with the major subject to be furnished by the college. Other people felt that the addition of a reading period would only cater to the procrastinating side of human nature. Many thought that new work assigned would exceed the limits of the time to be allotted for it.

The scheduling of papers caused some alarm among those to whom Christmas vacation is an invaluable work period. A few who are accustomed to use the vacation in this way, are dissatisfied with the arrangement and would prefer a rest; others feel that during Christmas they can work in a more relaxed manner, and at their leisure.

Generally the idea of taking exams before writing papers met with disfavor, as people for the most part feel that writing a paper is an aid to writing an examination. But several people requested more freedom in the scheduling of papers, in order to coordinate their own schedules, or expressed a request that the semester's reading might be lightened when the time comes for paper writing.

The much discussed question of monitored classes found a perhaps surprising conclusion; with a majority voting that the system be retained. Answers either yes or no were expressed in very definite terms. Those favoring monitored classes had little faith in self-discipline, and felt the cut record was a definite stimulus to regular attendance.

Others thought that the monitor system provided "valuable information for the dean's office and also for the student." The evidence that she has not cut can also work in her favor, if she has been getting low grades, one person suggested.

At the half-way point were some who felt that monitored classes were important in the freshman and sophomore years, but unnecessary in advanced classes or laboratories.

Still others felt strongly that since both student and professor really knew when a person had come to class, the monitor system was unnecessary, and attendance ought to be the student's own responsibility as much as other areas of the academic program.

THE COLLEGE NEWS



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Gather Ye Rosebuds . . .

For the second time this year the News is publishing the tabulated results and summarized comments of a student poll concerning a so-called controversial area of college life. For the second time, the results are not radical, but significant. The ultimate defense of tradition in the undergrad questionnaire surprised some, cheered many, disappointed others. The junior class poll on the schedule can boast no such conclusive opinions, but where it is less definite than the non-academic questionnaire, it also strikes deeper. Its mass of opinion, seen at first hand, assumes an order which can attest its general validity as a representative statement. By proposing a few answers, it indicates several trends. The demands for a longer year, more time for papers, and a reading period indeed show that the question of the schedule an immediate one—and not so much even in its direct effect on the present population, half of whom are automatically excluded, as in its implied issues and their associations. In this region the poll answers hint at other questions perennially under discussion on other contemporary campuses—those of the student and the academic tradition.

Although an awareness of and concern for the strain of work under the present distribution of academic pressures was uppermost in nearly all minds, this was not accompanied by any suggestion for changing the amount of this work. Despite complaints we are basically satisfied, and in the long run willing to give what is demanded. These comments on pressure, requests that reading assignments be lightened during the paper-writing season, or the hopes of longer vacations for work or relaxation do seem to indicate, however, that many feel that they do not now have time to explore their special intellectual interests, or pursue bits of knowledge outside the fixed academic program. The present concentration of work already absorbs all the interest and energy that the individual can offer. And thus people may be said to feel that the changes in the schedule should be academic changes—in the sense that they are directed toward improving the efficiency of, and expanding the work program, allowing fresh time, rest and enthusiasm.

This is after all, exactly what ought to be hoped; and yet we wonder about these unexplored interests. While their neglect is not really a result of the work pressure, which all the time is creating valid interests of its own, it is probably connected with it. Special interests are never really excluded, but they are often not included, and we suspect a great many people on campus might be, or might like to be concerned with a great deal more than they presently seem. As a substitute for actual ideas we are perhaps developing what may be termed an intellectual conscience about areas in which we should have ideas. Perhaps this is a key to a problem. We are, as students concerned each with changes in a small world of direct influence and concern, but the actual contingency of this world and its changes to other worlds and their changes must be forcibly brought home to us before we are willing to give those other worlds our concern.

On the other hand we can be deeply and intimately bound in an academic life without this special world or department's stimulating any active interest, thought or action. This is liable to be true if we cannot see the relation or relevance of outside events to our close academic studies. We may resent what is actually at this time an advantage, the fact that we are not called upon to apply thought and action to the problems which concern the average person, and in this we ignore the opportunity of dedicating ourselves to a particular action, or calling upon our resources to develop disciplines which may sometime be applied to a wider field.

Finally, however, all pressures should themselves generate the spirit necessary for meeting them. They may in addition formulate their own ideal circumstances, by forcing change and modification of the existing circumstance. This should be the relation between the intellectual tradition and the technical problems of the academic schedule. Existing disciplines, such as the succession of papers and examinations in the semester have been acknowledged as valuable already by many juniors answering the poll. What was requested was less a general ruffling up than a smoothing of present mechanical obstructions, which may in the long run prove intellectual stumbling blocks both in specific and general areas. More time, the students seem to feel, would allow them to tie loose ends, to grasp the semester's work a little more closely and also to relate it to other fields.

This relation to other fields is no doubt a hopeful beginning for the wider contemporary concern we have discussed. It is certainly an enriching, not a watering down of the academic program; and one evidence now present of this tendency is the large number of interdepartmental majors or courses cropping up. The interest in applying the work of one course to that of another, of one field to a companion is a certain beginning for the ability to perceive broader relationships, and to make one's knowledge count in other fields of endeavor. It demands a certain background of specific knowledge, but in addition to this it must have a freshness of viewpoint, no matter whether it be hoarded by the individual or communicated to the campus as a whole. The changes now under discussion would no doubt affect 650 people in 650 different ways, but in some cases by the very law of averages this effect must be beneficial.

Off The Bookshelf

"THE SILENT GENERATION"

by Betsy Levering

Last spring Otto Butz, a German-born, Canadian-educated young man, currently an assistant professor at Princeton University, approached twelve Princeton seniors with the proposal that they each write an essay, for anonymous publication, dealing generally with these questions: "What do you want out of life? What do you want to contribute to life? Has your background affected you in this? What do you think of happiness, success, security, God, education, marriage, family, and your own generation? What, if any, moral problems have you encountered or do you expect to have to face? How do you relate yourself to America's future and the future of mankind in general?"

The eleven completed essays resulting are juxtaposed by editor Otto Butz in a volume entitled *The Silent Generation* (Rinehart, \$2.95).

It might be wise to enter a caveat to the effect that this collection of essays is not an essentially literary effort. As is true in any collection or anthology, the writing is uneven—some of the essays are over-colloquial, some, at the opposite pole, are ponderous. Others, however, are highly literate, erudite, and occasionally brilliant; the general level of the writing, indeed, is high.

The purpose of the essays, and of the collection taken as a unit, is soul-searching. That this is the purpose of the individual essays is clear from the questions. Mr. Butz, in his introduction, says that he hoped that articulate introspection and self-examination by individual members of this generation would to some extent serve to lay bare the thoughts and values of the generation as a whole.

Anonymity has led to what is at once a fault and a virtue of *The Silent Generation*—the fusion of the ideas and personalities of eleven Princetonians into an im-

pressionistic picture of the rising young man, and what he thinks. The pronoun "I" has much to do with the mechanics of this fusion, since it is at once the only recourse of the individual essayist for identifying himself, and the recourse of all of them. The lines become blurred: the reader will have a hard time remembering whether it was the future Army Career Man or the boy from the exclusive suburb of a Midwestern city who vehemently attacked "loosening morality." But the positive value of the fusion is that the book speaks, and speaks well and clearly, of, if not for, what is somehow a glum and amorphous generation.

The essays themselves fortunately varied in their approach. Many tackle their opinions and values autobiographically. Again, fortunately, the essayists are not all Protestant exurbanites, so their backgrounds, religious, economic, educational and social are various and interesting. However, no one spoon-fed from *Some Came Running*, *Battle Cry*, et al, is going to find the personal details very lurid. Others do less of this ground-work: less preface and more philosophizing. One final senior deals with his background not at all, but concentrates, with lucidity and intelligence, on his generation. This essay, the last in the book is a poignant critique on the other ten.

The surprise element in the professed philosophies and values of these seniors is that they are essentially not radical, not shocking. The essays are on the whole honest and mature, indicative neither of devotees to great causes, nor of harum-scarum rebels, but of individuals who have faced up to the fact that 99% of the issues are grey, and not pearly grey at that.

As thought-inspired as these essays are, they can scarcely miss being thought-provoking. *The Silent Generation* is surely recommended, though not required, reading.

Professor Trendall Discourses On Four Styles of Wall Paintings In Pompeii

"Pompeian Painting" and the development of ancient wall painting were discussed by Professor A. D. Trendall, Master of University House, Canberra, Monday night in the Common Room.

In his lecture, Professor Trendall stressed Rome's artistic influence on Pompeii and its development of four styles: incrustation, illusion, screen, and a combination of illusion and screen.

The first style, a variant of traditional Hellenistic wall decoration, is not found later than 80 B.C., and is spread throughout the Hellenistic world. Its basic characteristic is a tripartite representation of architectural structure, with a cornice, dado, and base. The cornice was often decorated in stucco relief, later supplanted by painted frieze. Large figured mosaics (such as the Alexander Mosaic) frequently accompanied by the encrustation style to create a feeling of space.

The use of painted columns to give an illusion of depth heralded the second style. Gradually the columns were represented as projecting from the wall and casting shadows, and eventually a vista style emerged, with views of distant architecture and perspective in landscape. In an attempt to forget the existence of walls, the illusion of space was carried to its extreme, and narrative friezes

were applied against landscape.

Flat surfaces, a reaction against the impressionism of the second style, were reintroduced in the third period, characterized by slender architectural elements, concentration on detail, and soft coloring. A wall might well be decorated with screens, columns, and framed vistas.

The fourth style reconciled the conflict between the complete illusion of the second and the partial illusion of the third; many of the best-known examples of Pompeian painting (the House of the Vettii is representative) date from this period, redecorated after the earthquake of 62 B.C. The early Christians adapted this style for the catacombs until its resurrection by Constantine.

Despite some difficulty with the slide operation, the audience was able to appreciate the beauty of Professor Trendall's brilliant slides, many of which covered unpublished material.

Notice

Students interested in living in a French or Spanish House next year should consult Miss Gilman or Mrs. Marshall. Please consult departmental representatives as soon as possible, and not later than Thursday, March 20.

Letters to the Editor

Reader Claims Remarks On Nasser Pre-Conceived

To the Editor of the College News:

Your editorial of Feb. 12, entitled "Remarks on the Near East" was one that no college such as Bryn Mawr should have in its weekly paper. It was not written by an enlightened and unbiased student, but it is an article that could have been put together by a bitter small-town editor from material gathered from a series of city editorials. It seems to me incredible that a student living in such troubled times as ours should not make an effort to understand the conditions of other countries, by using her own mind to think originally (instead of sitting back and using other people's well-worn ideas), and thereby ameliorating the present prevailing conditions of misunderstanding.

The whole editorial was based on a pre-conceived notion: Nasser and his followers are grasping, cunning, ferocious, and dictatorial. I personally doubt very much whether the writer of the article had thought very deeply on the validity of this concept. Besides, are not all these terms relative? What may seem cunning to one party might be thought of as shrewd to another party. No effort was made by your editorial to grasp the relativity in the problem of the Egyptian situation. You used such well-used phrases as "... we have a strong suspicion that Nasser is better at surprise attack than sustained battle" (a suspicion I am sure you heard someone else exclaim) and "... it looks as if Nasser will be this year's coup-of-the-year-man." (Time Magazine?)

Here lies one of the most basic problems of today's world. Few people are willing to put aside their preconceived notions and prejudices and make an effort to understand another country's character and necessities. Nasser is often seen in the U. S. as a "second Hitler" mainly because, taken out of context and placed into an American frame of mind, the two men seem to resemble one another. But with a little thought and effort one can find no basis of comparison when one places the two men into their respective background and countries. The history and culture of Germany up to the 1930's is so far removed and different to those of Egypt that it is nearly impossible to find a common ground on which to base this so-called similarity. To the American mind, democracy is taken for granted as an essential part of life, and anything less is abhorrent and is a dictatorship. To the Arab mind, however, democracy has little or no meaning and importance. It does not count at all in the Arab's system of values. Consequently, it does not appear fair when Americans speak of Nasser's "dictatorship" as a point against him. They think too much in their own terms, and make little effort to understand the bewildered Egyptians who have recently been given a freedom which they have not had for centuries, and which they are not yet sure how to use most correctly and advantageously.

Continued on Page 4, Col. 3

Latin Student Sends Glad Thanks to News

Dear Editor:

I wish to thank you very much for your Latin editorial. Before I came here, everybody had told me Bryn Mawr was very classical, so when I came I enrolled in Latin. But nobody on campus seemed really to appreciate classics and I wondered if I had come to the right place. I can't tell you how thrilling it was to get out my dictionary and work through such modern thoughts in an ancient language. You have restored my faith in Bryn Mawr.

Thankfully,

Annon '61

Events in Philadelphia

Plays:

Long Day's Journey into Night—Eugene O'Neill's drama, with Fay Bainter and Anew McMaster, opened at Locust Monday, 8 p.m.
No Time for Sergeants—Ira Levin's comedy, with Myron McCormick and James Holden, continues at Forrest, Monday evening.
Say, Darling—Abe Burrows, Richard and Marian Bissell play with music by Betty Comden, Adolph Green and Jule Styne, co-starring David Wayne, Vivian Blaine and Johnny Desmond, opened at Shubert Tuesday, 8 p.m.

Musical Events:

Eileen Farrell—Soprano in recital, presented by Philadelphia All Star Concert Series, at Academy, Thursday evening.
Philadelphia Orchestra—Fritz Reiner conducting concerts, at Academy, Friday afternoon, Saturday evening and next Monday evening, March 10.

New Films:

I Accuse!—The Dreyfus Affair again, starring Jose Ferrer, Goldman, Wednesday.
The Brothers Karamazov—Dostoevsky's classic, with Yul Brynner, Maria Schell, Lee J. Cobb, William Shatner, Richard Basehart, Albert Salmi, Claire Bloom. Trans-Lux, Wednesday.
Assault—Finnish drama, and **Samurai**—Japanese revival, Spruce, Wednesday.

Lowe: Red China Is Not Truly Chinese And Should Not Be Admitted To U.N.

Last Thursday night the Alliance presented Mr. C. H. Lowe of the Chinese Embassy. His topic, which after a brief speech took the form of a discussion, was "Should Red China Be Admitted to the U.N."

Although Mr. Lowe began with the statement that he was not going to answer the question, no doubt was left in the hearer's mind that neither Mr. Lowe nor the Chinese Embassy was in favor of the admittance of Red China to the U.N.

The crux of Mr. Lowe's argument was based on the following three points: 1) The nationalist Chinese government is the only legitimate government the Chinese mainland has had since 1911. He also refuted the claim that the Red Chinese represented 500 million people; 98% are not Communists

and the remaining 12½ million became members because of coercion. 2) Mr. Lowe stated that the basic philosophy behind the Red regime is contrary to Chinese beliefs.

The third point discussed by Mr. Lowe dealt with the possible economic motives the free-world nations might have for wishing the admittance of Red China. He stated that it wouldn't be possible to do business with Red China for profit on the United States terms because all foreign trade is controlled by the state.

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Said Letter

Continued from Page 2, Col. 5

tageously. During the first years of their independence, they need a firm guiding hand. If a democracy similar to that of the U. S. were set up in Egypt today there would be chaos. Few people know how hard Nasser is trying to give the Egyptians a feeling of responsibility and participation. From the point of view of the average Egyptian, the so-called Fascist dictator is nothing but a strong and well-defined leader.

I do not wish to make this a political letter, so I will not go into Arabs' long-desired quest for unity as opposed to your idea of the Syria-Egyptian merger being a "coup." What I want to say is that if we students of the liberal arts colleges in the U. S. can make an effort to see beyond ourselves and be tolerant of foreign ideals, we would be taking a positive step towards future peace. Contrary to the tone and implication of your editorial, it seems to me that nothing is more important at this stage of world politics than for one country to understand the character, history and ideals of another. Rosemarie Said '58

PETE SEEGER

FOLK SINGER

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Bryn Mawrters Attend Vassar Playday To Participate In Volleyball, Swimming

by Alice Todd

Last Saturday, the gym at Vassar Female College was the setting for a Playday that included Barnard, Bryn Mawr, Vassar, and assorted bathing-suited males. In basketball, Bryn Mawr defeated Barnard, 31-5. In the two eight-minute halves against Vassar we lost, 21-27.

Our volleyball team, which was composed of everyone who had played basketball, was twice victorious. Despite the fact that some members had never played volleyball before, the Bryn Mawr team defeated Barnard, 12-10, and Vassar, 16-5.

The swimming included silly as well as serious races with the victorious team in each race winning one point. The "Funny Clothes" race consisted of three laps, the second of which was swum by boys

chosen to represent each of the participating "female" colleges. There were valiant efforts on every side and one Bryn Mawrter almost went down for the third time in a desperate attempt to regain her sinking blue-jeans. The final score in the swimming was Vassar four points and Bryn Mawr two.

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 Dinner 5:30 - 7:30 P.M.
 Sunday Dinner 12:00 - 7:30 P.M.

CLOSED ALL DAY MONDAY

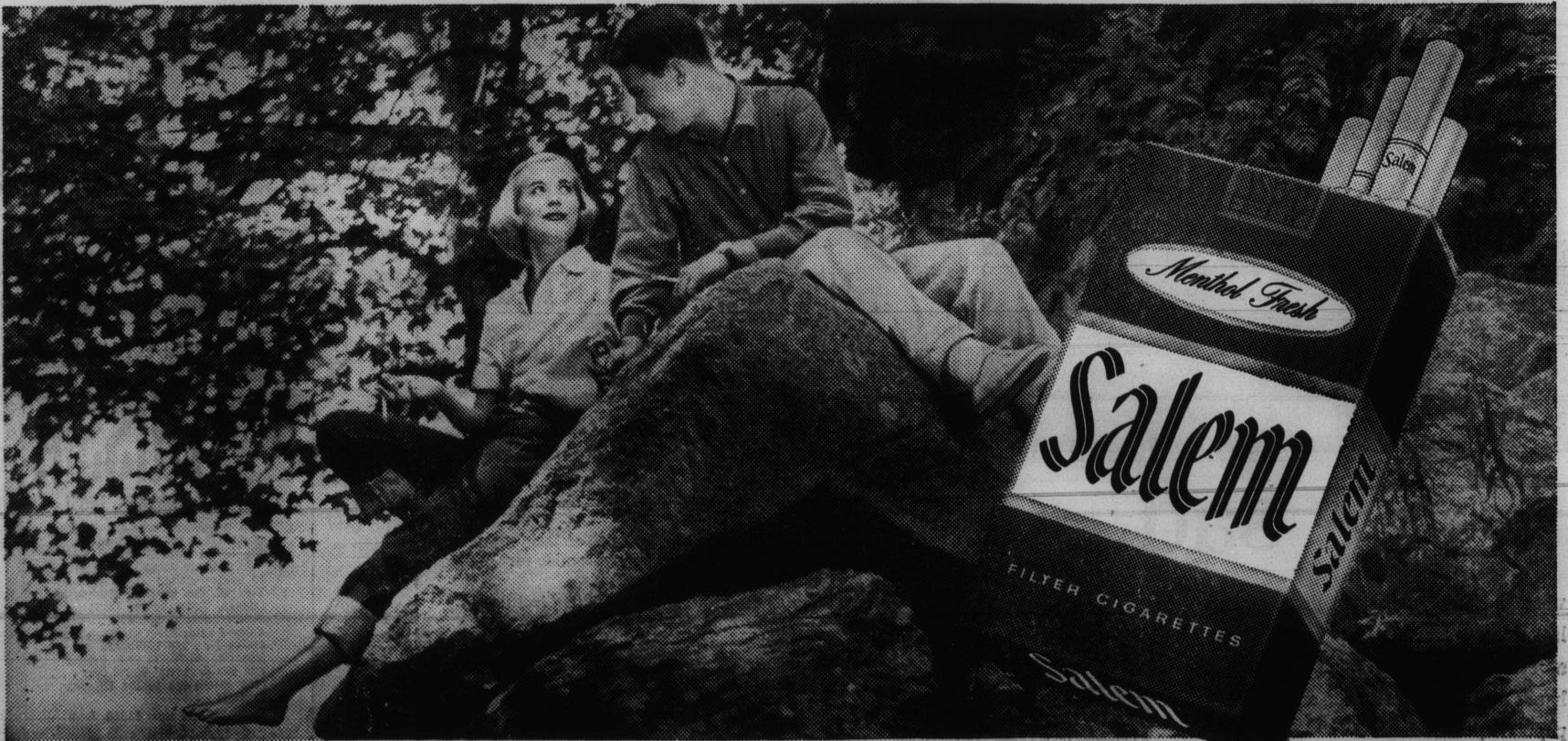
SPECIAL PARTIES AND BANQUETS ARRANGED

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A new idea in smoking!

Salem refreshes your taste

CREATED BY R. J. REYNOLDS TOBACCO CO., WINSTON-SALEM, N. C.



- ★ menthol fresh
- ★ rich tobacco taste
- ★ modern filter, too

Perfect Spring days are all too few... but you can always enjoy a Salem Cigarette... and a Salem refreshes your taste just as Spring refreshes you. Yes, the freshest taste in cigarettes flows through Salem's pure white filter. Rich tobacco taste with a new surprise softness. That's Salem... You'll love 'em!

Smoke Salem... Smoke Refreshed