

THE COLLEGE NEWS

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BRYN MAWR, PA.

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25 Cents

Employee Wages To Be Reviewed Bachrach Calls For Changes

In a meeting Wednesday morning, Miss McBride stated that the Finance Committee of the Board of Trustees would be going over the salary levels of the college employees earlier in the year than they would otherwise, because of the student interest expressed in last week's NEWS.

However, she repeated the feeling of Mr. Klug and Miss Wright that matters of employees salaries and their living and working conditions were not of student concern. Students, and apparently anyone not on the Board of Trustees Finance Committee, will have to take the Finance Committee's word that the situation has been attended to properly.

Miss McBride was not aware of any employees who had room and/or board deducted from their salaries who also had homes off campus and would prefer to bring lunch from home. The NEWS has interviewed some employees who claim this is true. She also was not aware that anyone worked a seven day week. College policy

is a five-and-a-half day week.

Concerning training programs to help employees learn skills, she said that it would be "uneconomical" for the college to be involved in such work.

In the process of further investigating the employees' situation on campus, the NEWS spoke with Mr. Peter Bachrach, political science professor.

Bachrach strongly supported students' concerns in the matter. He said, "It is the students' business to look at all aspects of community life, and we should not make them bear responsibilities to the community without allowing them the right to probe any inconsistencies within the community."

He agreed that the wages and living conditions were quite poor, and added that he had long been aware of the de facto segregation. He stated that it is rather "impressive and ironical that non-profit institutions such as Bryn Mawr College have been notoriously backward in employment situations when compared to the hard-nosed profit organizations."

For the moment, Bachrach does recognize the difficulties in recruiting white domestics and the financial problems which beset the college, and he offered these as explanations for the existing problems. However, he said, there are ways which the college can meet these problems. Bryn Mawr, as a liberal and concerned college, must really accept the challenges of the situation and seriously explore the possibilities for alleviating it.

One of the most important innovations would be to have a spokesman for the employees. As Bachrach explained, it is very difficult for the employer to protect employees' interests which are different from the employers' own. Perhaps a union would provide this spokesman.

Another possible solution to this problem would be a very vigorous promotion from within policy for all workers, coupled with an in-training program. The college has already begun promoting from within; this policy should be en-

(Continued on page 7)

Women, Resist! Area Group To Give Support to Resisters

The possibility of forming a Philadelphia area women's resistance group was discussed by representatives from various women's groups at a meeting at the Women's Strike for Peace office Wednesday, November 1.

The group, if formed, would give unified support to draft resisters and begin independent projects to fight the draft.

There were many ideas expressed for future action that women in the area could undertake. A schedule for sending groups of girls to leaflet at the induction center on weekday mornings was set up. Several girls were interested in participating in civil disobedience at the induction center on December 4th. Every-



photo by Bill Harris

Mrs. Barbara Thacher and Susan Nosco, primarily responsible for the Schoolteaching Symposium, chat between educational discussions. For more pictures and stories on the symposium see pages four and five.

Harvard Referendum Polls Vietnam Views In Eastern Colleges

Bryn Mawr students will have an opportunity to express their political views this month in an all-campus referendum on the war in Vietnam.

A non-partisan group at Harvard has prepared the New England Universities Referendum on Vietnam, a detailed ballot which will be presented to about thirty Eastern colleges on November 16-17.

According to Kim Marshall, project coordinator, the referendum has four major objectives: to confront people with the issues of the war in an organized, objective manner; to discern rational opinions unobscured by emotion; to provide a compilation of the numerous referenda, surveys and individual expressions of feeling; and, possibly, to suggest a new type of questionnaire which includes a detailed breakdown of the issues and which covers all viewpoints. Questions on the ballot will include such topics as the validity of U.S. policy in Vietnam, national and international repercussions of the war, and the governments presentation of factual information to the public.

Results of the referendum will be sent back to Harvard, where they will be analyzed by computer. Hopefully the final results will be available by November 22.

At Bryn Mawr the referendum will be conducted by Alliance. Polling booths will probably be set up in Taylor and the Library and will be open as long as possible on the two days. Voting is open to all students, faculty members, and personnel; in other words, anyone connected with the college. Alliance hopes that everyone will make an effort to vote, regardless of their political leanings, so that a broad, accurate picture of college opinions can be obtained.

Undergrad Favors Dues Hike Will Take Issue To Campus

Undergrad met Monday night to discuss the question of a raise in Undergrad dues. This increase is considered necessary by Undergrad because of the increasing demands of campus organizations for more financial support.

Dorm representatives to Undergrad reported on the meetings held in each dorm to discuss the dues raise. In hall meetings approximately 530 students voted, 451 in favor of a raise in dues and 72 against.

Many of those opposed to the increase felt that it was unfair to force students to contribute (by paying Undergrad dues) to organizations from which they derive little personal benefit or in which they do not participate. They felt that only those who participate in certain campus groups should be charged dues and that students should be charged admission to campus events, such as lectures

and a raise in the price of the movie series.

Other students were willing to accept the dues raise only if the very small (and, they felt, highly selective) groups did not benefit from the increase.

Radnor, both Pembrokes, and Denbigh were strongly in favor of an increase while Rhoads seemed to

For details of the voting and budgets, and an opinion on the dues raise see the article by Lola Atwood on page 5.

have the greatest opposition, Participation in Erdman was rated as very low.

The possibility and problems involved in the idea of sending students a bill for Undergrad dues over the summer instead of including them on Payday were also discussed, but no decision was reached.

Although Undergrad was almost unanimously in favor of the increase in student dues, and is not required to bring the issue to a campus vote, the question will be referred to an all-campus vote before Thanksgiving.

The problem of hall announcers was also discussed at Monday's meeting. Beginning Monday, November 13, there will be no more announcements read in Bryn Mawr dining rooms.

Instead, hall announcers will pick up their announcements between 12 and 1 p.m. and post them on dorm bulletin boards. The boards will be arranged in columns by days and organizations. In order to keep the boards neat, all cards must be uniform (3x5). Pembroke and Rhoads will need two cards each.

The announcers will receive ten dollars a semester (starting next semester). This new system will save Undergrad some money.

Telegram received by Miss McBride last Tuesday:
"CONGRATULATIONS TO YOUR TEAM ON A FINE VICTORY. GLAD WE DON'T HAVE TO PLAY YOU IN FOOTBALL. BEST PERSONAL REGARDS. FATHER TED HESBURGH."
Father Hesburgh is the president of Notre Dame.

BMOC Weekend Opens Today With Hootenanny

Tonight from 8 until 12:30, a songfest in Applebee Barn will launch an intercollegiate weekend sponsored by the Bryn Mawr Outing Club.

In addition to hundreds of harmonizing vocal chords, the songfest will also need guitars, zithers, fiddles, bagpipes, jug band standards and any available portable pianos.

Tomorrow morning around 9, rides will leave Pem Arch for all-day treks into the out-of-doors. Caving, canoeing and rock climbing are tentatively planned. Arrangements will be announced at the songfest tonight, and any additional suggestions will be welcomed.

Saturday night a square dance is scheduled in the gym from 8 until 12. A 75¢ admission fee will be charged, and refreshments will be served. After the dance, a second songfest will echo through the gym from midnight until 2.

For Sunday, the BMOC has slated a second series of trips, including rock climbing with a group from Lafayette College. No experience is requisite for any of the weekend excursions.

Students from Princeton, Lehigh, MIC, Penn, Temple, Lafayette, Hood, Wilson and brother Haverford will attend the weekend events.

THE COLLEGE NEWS

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Schoolteaching

The symposium on schoolteaching last weekend was a tremendous success. Leaving aside for a moment the very important topic of discussion, the symposium gave Bryn Mawr students a needed opportunity to meet and talk to Bryn Mawr alumnae. Contact with adults and people out in the real world is too infrequent for many students here.

The topic for the day, schoolteaching as a career, was handled by all the speakers with excitement and imagination. The alumnae who were invited were all in teaching, but there the similarity ended. Some had taught in schools in disadvantaged urban areas, some in Africa, one specialized in educating retarded children, one had set up a bilingual school in Washington, D.C. They were all able to convey to their audiences their special feelings about teaching; they explained beautifully the rewards and excitements of their jobs.

Schoolteaching is by far the most frequently chosen career of a Bryn Mawr graduate. It is easy to see why. At the risk of patting ourselves on the back, Bryn Mawr students often have a uniqueness, a stubbornness and an ability to articulate that makes them well fitted to be good teachers.

The alumnae, especially Mrs. Thacher, and the Curriculum Committee, especially Susan Nosco, are to be congratulated on the success of their event.

K.B.

Undergrad Dues

It would seem that an elected body such as Undergrad should have the right to decide where its funds should go without having to reassure its constituents that the money is being delegated to their personal organizations.

Students have good cause to think about what a raise in dues means, but the argument "I don't want to pay for something I don't participate in" seems a poor and childish reason for opposition.

Undergrad's job is to keep campus groups alive by offering them financial support, and to pay for many services from which all Bryn Mawr students benefit. Its job is not to discriminate against certain organizations whose membership is smaller than others' and whose activities do not receive as much attention as those of other groups. By being so petty about the use of the dues, students make it difficult for Undergrad to perform its functions for the student body.

No student is asked or expected to participate in every college organization, but surely by paying more in dues she will receive enough of the benefit through her own groups to justify the expense.

These college organizations create activity and prevent the Bryn Mawr campus (so academically oriented) from becoming dull. They help to fight some of the apathy which results from being in an isolated atmosphere. These groups, so beneficial to the community need Undergrad's support.

N.M.

Letters to the Editor

Coffee Nerves

To the Editor:

Morning Coffee Hours have degenerated. Originally instituted to provide an opportunity for girls to meet friends from other dorms and to entertain faculty, they have now become an opportunity to make up for a missed breakfast as gluttonously and as quickly as possible. The record now stands at five donuts in about two minutes - two chocolate, two glazed, and one plain.

In addition, empty stomachs drive chanting hoards into the inner sanctum of dormitory kitchens, leaving hostesses feeling helpless and rejected and inconveniencing the cooks.

We don't need more donuts; we need a little restraint. We would like to invite faculty members to Coffee Hours, but we're too embarrassed.

Some Observers

Uncle Sam Wants You

To the Editor:

On behalf of the 1st Squad, 3rd Platoon, Company B, 1st Battalion, 6th Infantry, I would like to send you our cordial greetings on the 24th day of October 1967.

The idea of this letter being written was thought up from the idea of "Air Mail Viet Nam." I believe some of you have probably heard of this type correspondence which originated two years ago for the troops stationed in Viet Nam. It was and still is a very good moral (sic) booster and makes the troops feel a little better about the anti-Viet Nam demonstrations.

The main reason your school was chosen was because the majority of the squad is from the Pennsylvania area and would like to correspond with a woman from the same.

Support our cause and the men in Viet Nam. Write if you see fit. Thank you very much.

SSG Gordon B. Davick

RA 17532081

Co B 1st Bn 6th Inf 198 Bde
APO San Francisco 96219

The Editor-in-Chief (in Merion) has a list of servicemen who wish to correspond with Bryn Mawr students.

Frosh-tration

To the Editor:

Every spring the Bryn Mawr undergraduates nominate officers for the "Big Six." Campaigning is not a part of the elections; the nominees, however, are required to visit each hall in order to state their plans for the office, as well as to answer any pertinent questions. Every fall the freshmen hold a meeting to nominate class officers and representatives. At the close of the nominations, the candidates remain in the auditorium for a brief discussion period. Anyone not present at the meeting will have no other opportunity to compare the qualifications of the different candidates. There are no speeches in the dorms; written statements are not distributed.

Because of heavy rain, the attendance at this year's meeting to nominate representatives to Undergrad and a freshman social chairman was unfortunately minimal. One of our larger dorms was not represented at all, and by no means was there a majority of the freshman residents from any of the others.

A grand total of six freshmen in Radnor had enough knowledge of the candidates to feel qualified to vote. The others abstained rather than vote in complete ignorance for a familiar face or an interesting name. Under these circumstances, it was not even possible to turn the election into the usual popularity contest, which would have been somewhat more desirable because at least there would have been strong opinions one way or the other. We propose that a written statement from each candidate be distributed to all the dorms. Perhaps even more effective would be a special Candidates' Night prior to the elections at which the nominees would present their views. Either way, the students would have at least some knowledge of each candidate and would be more qualified to vote. As freshman hall representative, I investigated these possibilities and found that they aren't "the traditional things to do."

The biggest objection to these propositions is that the freshman class really doesn't do anything; and it therefore makes little difference who is elected. This is the very reason that we fresh-

men should have a better knowledge of the candidates; for by knowing the potentials of the several nominees, we can elect people whom we are willing to support. Participation of the freshman class will therefore be greater, and we may come to have an actual voice in the formation of Bryn Mawr student policy.

Martha Pennington
Radnor Freshman
Hall Representative

Confidential to O.J. '70

Once again, "More Than Faintly Disgusted '68" was overwhelmed by your kind gift of orange juice. She asks me to relay again to you, as guru of the citrus cult, an invitation to get together some time. She was unable to meet at your suggested time because your note contained no hint as to where on campus your room might be. She hopes that the reason for this odd omission can be made clear some day.

Editor in Chief
COLLEGE NEWS

applebee



think of this: blue ocean, green trees, white sand, a couple of bottles of jamaica rum, flamenco guitar, sleep, fried shrimp, bare feet, tan legs, red noses, sand between the sheets, conchs, shades, and Josephine Tey.

now think of this: snow fences, bare trees, clunky boots, watered-down orange juice, people with coughs in class, white faces, red ears, growling stomachs, sleep from three to eight, no money (and none in sight until your birthday -- if it's in June, you're out of luck), and John Stuart Mill.

i never draw conclusions, just comparisons.

lovingly,
applebee
montego bay
jamaica

College Provides Psychiatric Help; Girls Bring Academic, Social Woes

Where does a Bryn Mawr student go with a problem? If peers and parents offer no help, she traditionally takes the matter to a dean. But deans are busy people, and students tend to be shy if the problem is anything more personal than a schedule conflict. So the college offers further sources of aid, and a student can go far toward solving a problem before passing out of the school's domain.

If a student decides she has a problem which neither friend, parent, nor dean can handle, she goes first to one of three psychological social workers, Mrs. Elsie Waelder, Mrs. Elizabeth Preston, or Mrs. Eleanor Beatty. They interview the student and estimate the gravity of the problem. If the difficulty is not serious enough to merit psychiatric attention, the girl is sent to the Child Study Institute at West House.

West House is a nondescript salmon-colored building on the corner of Wyndham and Roberts Roads. It is staffed solely by Bryn Mawr employees, but is financed by the Pennsylvania Department of Education and by the Lower Merion Township as well as by

the school. Therefore, the Institute performs a number of non-Bryn Mawr College community services: it runs a nursery school, holds teaching seminars, sponsors parent education groups, and tests hundreds of children a year. In fact, its connection with Bryn Mawr students has become a subsidiary function, under another name, the Student Counselling Service.

A girl sent to West House goes there mainly to talk. The Counselling Service does not have extensive testing facilities; its purpose is not to tell a student what

her intellectual capacity is but rather to teach her how to use what she has. If a student is terribly confused about where her interests and abilities lie, a counselor will run preliminary tests which are used mainly as a springboard for discussion.

The Student Counselling Service does not tell the student what she should do; its function is to clarify alternatives and leave the decision to the individual. The Service also respects the student's privacy; it may recommend that she inform the administration of some academic matter but does not check to see that she has done so.

Last year, seventy girls found their way to West House; a fair number of these were self-referrals. Each year brings a new set of girls with fresh problems, but basically cases fall into a pattern depending on the student's class.

Freshmen account for the most cases, and their problems tend to be routine new-atmosphere ones. Some are homesick (West House is a wonderful place for homesickness, being sunny and friendly

(Continued on page 5)

The article that appeared last week under the head "Bureaucratic Maze Traps Students" was written by Sally Dimschultz. Since its publication, the NEWS has learned that the problems of majoring or even taking single courses at Haverford is quite widespread. Next week these problems will be documented more fully.

Alumnae, Curriculum Committee

Dramatics Help Slow Readers

To start the Symposium on School-teaching last Saturday, Mrs. Sara Park Scattergood '36 presented a teaching program she had developed to help weak readers. The purpose of the Symposium was to acquaint students with some unusual aspects of teaching and with some teachers who went to Bryn Mawr.

Providing a live demonstration of an introduction to early Cretan civilization, which was written as a short play for fourth to tenth graders in a conventional school curriculum, Mrs. Scattergood used five fourth-graders from Germantown Friends School. The basic idea behind her program is that it helps slow readers while keeping the interest of the rest of the class.

"Teachers are artists. We have given them the widest possible scope to be artists," explained Mrs. Scattergood, noting that the basic pattern of her unit can be altered according to the specific needs of each class.

"This program takes the slow reader and makes him the most important person in the class. It's good for his ego."

Mrs. Scattergood uses a map of the area being studied, and a table covered by about a hundred books, ranging from fourth grade to adult level. At the start of the unit, each child except the readers picks a book, and in it he finds some aspect of the topic which interests him. At first the children pick easy books, but each progresses until he becomes an expert in his specific aspect, as his reading level in that subject goes up.

Since the vocabulary of the play is beyond fourth-grade level, the teacher explains it to the readers, using a dictionary only as a last resort. During this period of preparation, each child makes a Greek robe, a device particularly helpful in ghetto schools, where children rarely have new clothes. After the reading of the play, the teacher asks questions about it which are answered by the experts.

The play presented on Saturday was the story of the birth of Zeus. There were two narrators, Chronos, Rhea, and a nurse. Chronos, it turns out, has been eating all of his babies so that no one can take his power. Rhea objects, "The idle talk of gossips turns you into a monster so terrible not even the servants can look you in the face... Let others share the power and you will be even stronger, because people will respect you." But Chronos returns, "I leave you and your sniveling. Learn to act like a queen!"

The nurse provides the solution. Rhea



photo by Bill Harris

Mrs. Sara Scattergood, '36 brought some of her pupils from Germantown Friends School for a dramatic presentation.

will have her next baby on Crete, where the nurse, a she-goat, and the nymphs will care for it.

Sample questions after the reading asked about Chronos' fear and what virtues he had.

At the end of the presentation, Mrs. Scattergood assigns creative homework, such as pictures or poems.

The next speaker was Mrs. Barbara Rebmann Coates '46, who teaches at a

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photo by Bill Harris

Mrs. Paula Smith, '64 presents her views on heterogeneous classes in the panel discussion in the Music Room. With her on the panel are (from left) Miss Bonnie Allen '38, Mrs. Marshall and Miss Barbara Schieffelin, '62.

Bryn Mawr Graduates Discuss Dynamic Programs In Education At Symposium

The panel discussion led by Mrs. Marshall introduced three Bryn Mawr graduates (Paula Pace Smith '64, Bonnie Allen '38) and Barbara Jay Schieffelin ('62) with different experiences in public school education.

Paula Pace Smith spoke first about her current work in an experimental Intermediate School in New York City. Mrs. Smith took her Master's degree in education at New York University. While at Bryn Mawr, she helped to found the Bryn Mawr-Haverford tutorial program.

Mrs. Smith said that the most valuable part of her preparation for teaching under the MAT program at NYU was the student teaching. Too often, she said, there is a gap between what you are told about teaching and the kinds of problems you have to face in a public school classroom.

from each other. A heterogeneous classroom also demands that the teacher individualize teaching and treat each child as having special features and difficulties.

Mrs. Smith described community participation in the policies and programs of the school as another new idea. A group of teachers from her school, some of whom are Spanish speaking, have started discussion groups with black and Puerto Rican parents as well as with the white middle class parents who usually come to school meetings. Mrs. Smith disagreed with the theory that the school is the sole solution to the community's ills. Children are only in school for six hours, she explained, and the amount of attention each can be given is slight. Many of the children have been pushed out on their own by their families. Others have parents who are alcoholics or prostitutes. The kids don't just drop these problems at home, said Mrs. Smith. If education is to be meaningful to children, the community they live in must be part of and involved in the educational process.

"How to stay in the public school classroom," was discussed by Bonnie Allen ('38). Miss Allen spent 14 years teaching modern dance at an independent school in New York. She received a Master's in education at Harvard, and is now teaching English at Newton South High School, as well as supervising Harvard's student teachers at the school.

Miss Allen spoke of three innovations she believes necessary to keep good teachers with the students who need them. Power is one focus of change. Teachers don't participate enough in decisions about school policy, Miss Allen stated. They don't have the power to direct the relationship between the school and the community. She claimed that teachers must affect the innovations student needs require by sharing in the power of the school board and by reforming school administration.

Prestige is another aspect of teaching demanding change. Salary rates rank school officials in the sequence of administrators, guidance counselors, janitors, and finally teachers. The teacher must liberate herself and have the courage to take first place by virtue of her responsibility, according to Miss Allen. She must demand judgments by results, that is, by how the child is educated. She must learn to talk frankly about money, ask for an end to tenure, and put pressure on the university to undertake the role of training fine new teachers.

The satisfaction of teachers should undergo changes. A new variety and activity in the classroom can be sparked by

introducing team teaching, by abandoning fadism about methods and doing what works, and by individual, rather than rigid discipline. The door of the classroom is open today, claimed Miss Allen, and the teacher is no longer shut in tradition and oblivion.

Barbara Jay Schieffelin ('62) explained why she went into teaching, why she got out, and what she is doing now. After

This page and a half cover the Alumnae Schoolteaching Symposium last Saturday. Mrs. Scattergood spoke at a morning session in Goodhart. Then the audience broke up into two groups to hear two separate panel discussions. The symposium ended with a lunch in Rhoads for 130 guests, and a speech by Miss McBride.

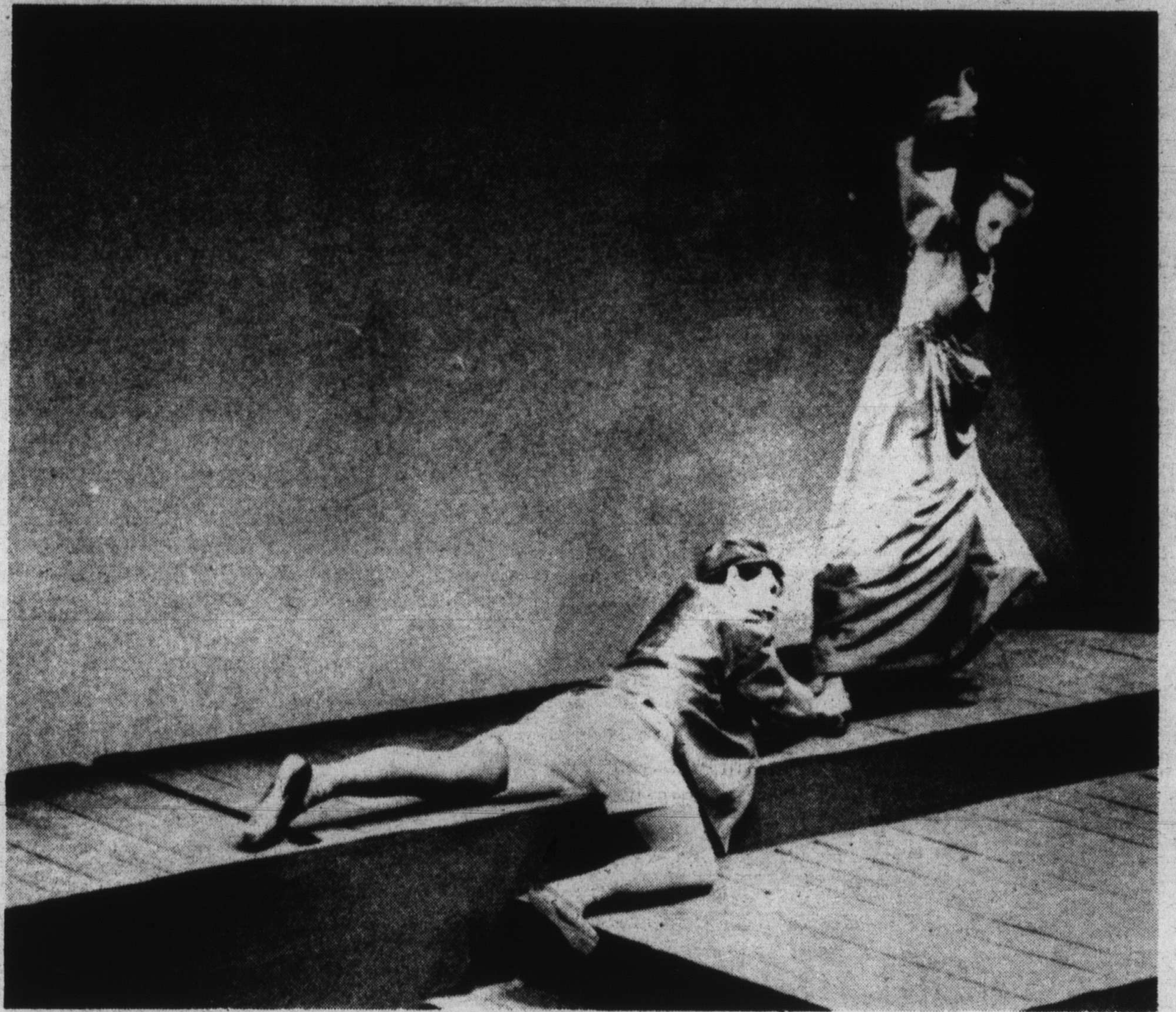
graduation from Bryn Mawr, Miss Schieffelin spent a year teaching in Africa during which, she said, she didn't know what she was doing. She decided to return to the United States to take her Master's at Harvard, and hopefully gain a better idea about teaching.

She began teaching in a Boston public school with her degree. Again, she became frustrated and felt helpless about the situation in the school. She realized the need for reflection, for questioning how children learn, how best to deal with individual problems. She wondered if one person standing up before thirty others in a box-like room is the best answer to these questions. When you are caught up in the immediate problems and demands of teaching, reflection about the nature of learning is very difficult, Miss Schieffelin concluded. And when you are bound in a fixed student-teacher relationship, closeness between adult and child often can't grow.

Miss Schieffelin began to think about the need for power to do away with many of the restrictive rules and traditional patterns appended to education. She wanted time to thoughtfully consider alternatives to the public school system. She also recognized the need to recruit good people to teaching. For these reasons she returned to Harvard to get her doctorate. She is now pursuing further study. She is also working on new programs in Boston schools, such as bringing together children from the suburbs and children from poor urban areas to share and learn from the city.

Kathy Murphey

"The Taming of The Shrew"



There is not quite enough of anything in the Bryn Mawr-Haverford production of *THE TAMING OF THE SHREW*. Basically this is apparent in the lack of a discernible interpretation of the material; there is no overall tone of realism of irony. There is some good slapstick, and the Induction is included, suggesting that this might be a completely farcical interpretation, but Bianca and Hortensio are not exploited as farcical characters any more than Katherine and Petruchio are as realistic ones. Each actor seems to be giving his own personal version of his part, making the play in all uneasily fuzzy.

A better title for this particular production might be *THE TAMER OF THE SHREW*. There is no taming of Kay Ford's Katherine: she remains stridently vexatious to Petruchio until just before the final banquet, when they inexplicably get chummy. Meanwhile, Chris Kopff's Petruchio holds forth with self-assured swagger. He and Miss Ford manage quite a good first act dialogue, but subsequently he is allowed to overpower her. The only annoying thing about his performance is that he never moves his eyes down from the rafters, making him appear stone blind and acting by rote.

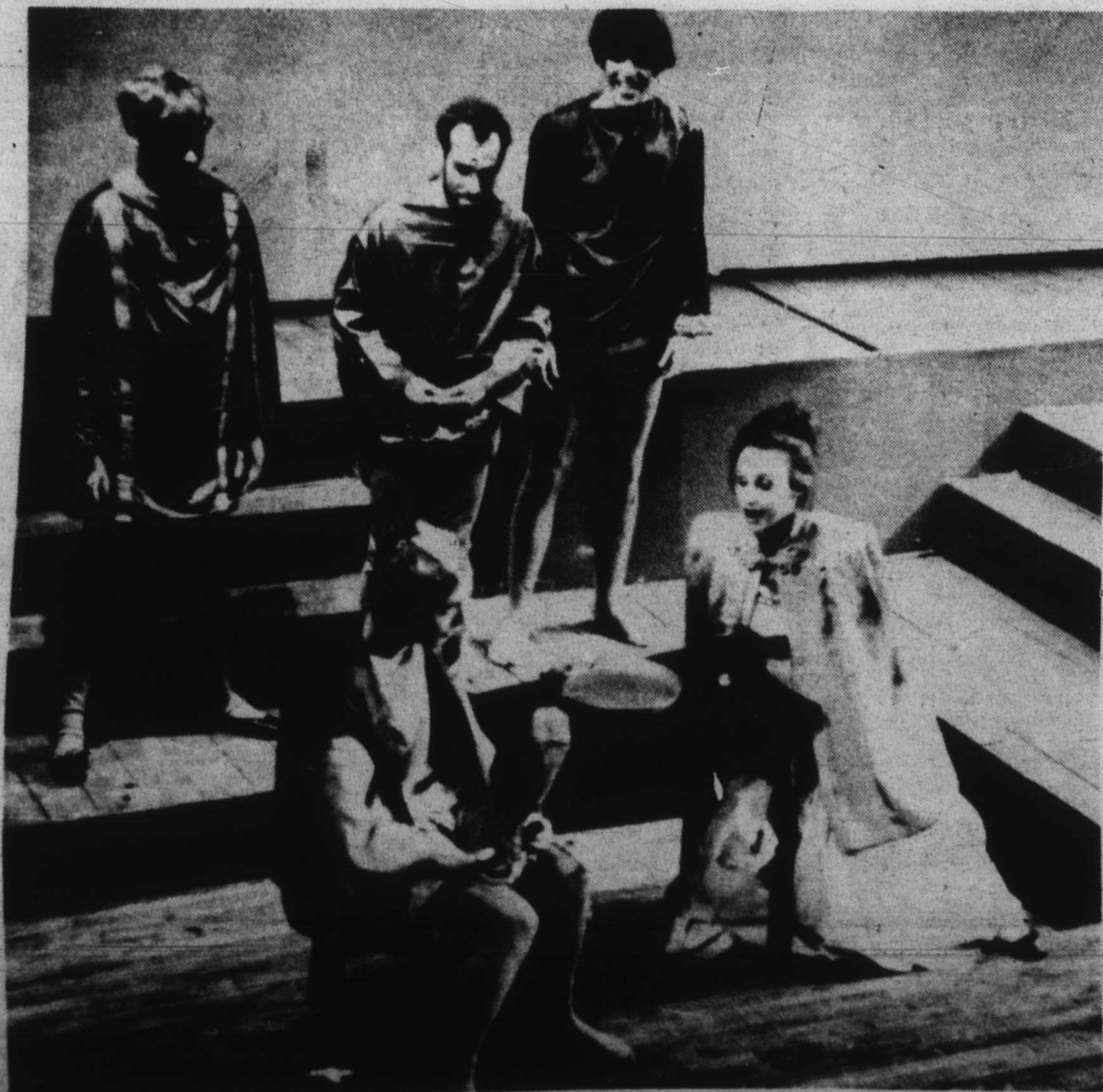
The best performances of the evening are those of Peter Scott as Grumio and Heywood Sloane as Biondello. Unlike most of their peers they seem to know the meaning of their lines, and their iambic pentameter cannot be counted with a metronome. Alexis Swan is good as Gremio, except for a cloying habit of tossing his head to get

the hair out of his eyes. Jessica Harris stepped in as a believably obstinate widow, and lent a welcome vocal clarity. The Hostess and Sly in the Induction were totally unintelligible, and the rest of the cast tended to sacrifice clarity to emotion. Bruce Lincoln, also in the Induction, made up in facial mobility for speaking in a very difficult falsetto. Catherine Hopkins was either not obnoxious enough or not endearing enough as Bianca, and James Emmons as Lucentio simply did his best with a lifeless character.

The set was effectively used, if almost too stark, and skillful lighting helped it a lot. Make-up was good on everyone except Petruchio, who for some reason had on more rouge than the rest of the cast combined. The incidental music was delightful. The costumes were bright and interesting, though again neither satisfactorily primary nor secondary in shade. Petruchio's stunning banquet outfit almost made up for Hortensio's music master disguise, which was a surgeon's cap and gown, and Vincentio's hat, which was patterned on an ice bag. There was some really beautiful trim used, but fraying of the costumes caused the actors to move in clouds of colored thread.

The feeling in this play is that the actors know how it comes out, and recite each line with an eye to that. This makes for a half-hearted sort of performance. They have generally good timing, though, and have a great deal of fun with the slapstick, which fortunately communicates itself to the audience.

Mary Laura Gibbs
photos by Grethe Holby



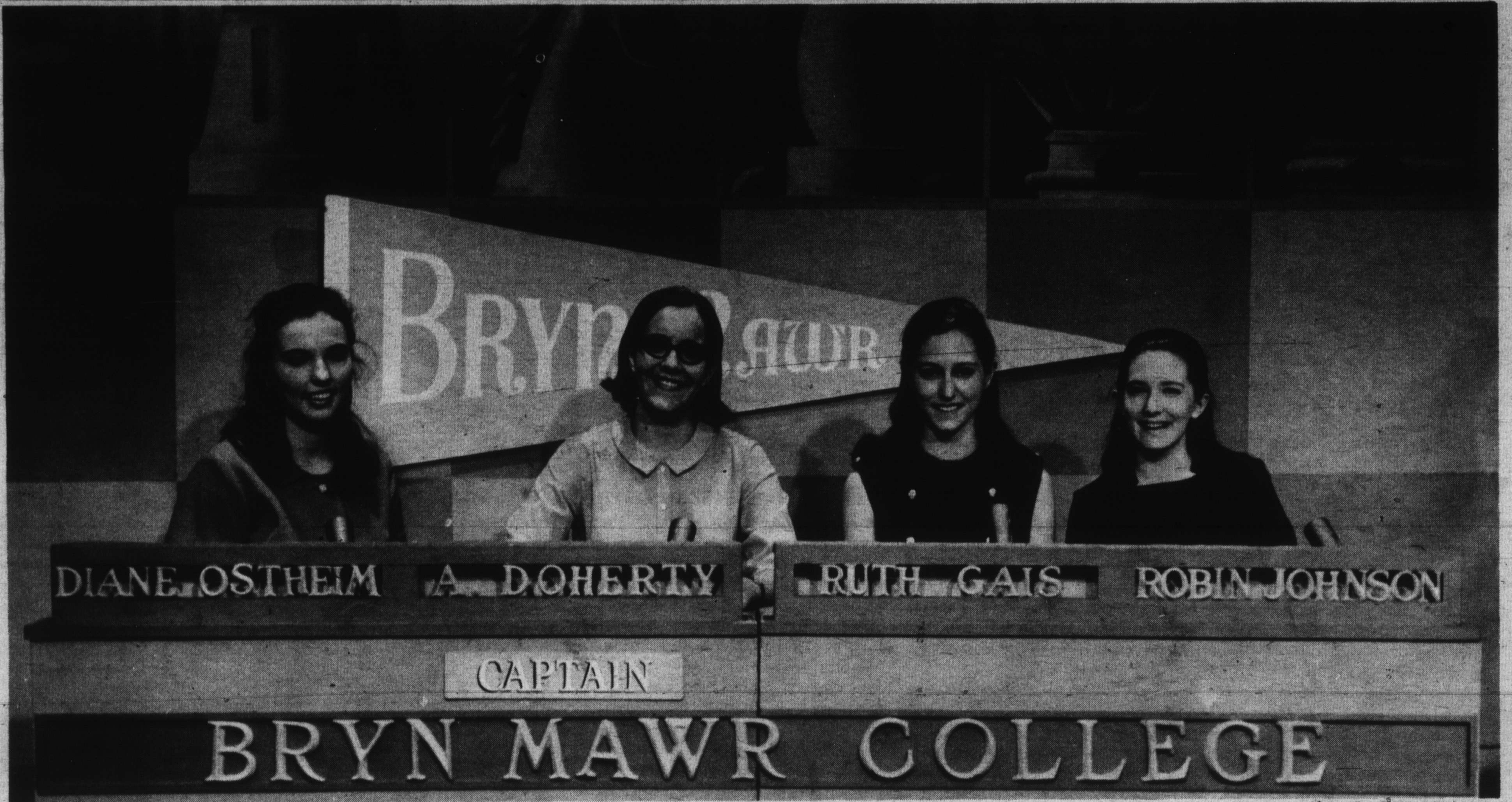


photo by Conrad Waldinger

No down for the Bryn Mawr College Bowl Team as it holds its line against Notre Dame. The score was 225 - 185 in Bryn Mawr's second consecutive victory. Team spirit was bolstered by Greek yells from Bryn Mawr's cheering section in the audience.

BMC Feminine Foursome Blocks "Fighting" Irish

The following is part of an article which appeared in the evening "Bulletin" Friday, November 3, before Bryn Mawr's victory over Notre Dame on College Bowl.

Ara Parseghian's troubles have just begun. First he ran into Leroy Keyes at Purdue. Then it was Orange Juice Simpson and Southern Cal. And now it's Diane and Ruth and Ashley and Robin. Poor Notre Dame.

And it's on the tube, for the world to see. The GE College Bowl, with \$3000 in the pot. Powerhouse Bryn Mawr, unbeaten, untied, barely scored upon, with massive I.Q.'s from end to end. Even Rockne would blanch.

Deep, versatile, swift on the buzzer, that's Bryn Mawr. There's Diane, nifty on reverses in European history. There's Ruth, a triple-threat in Latin, Greek, and archeology. There's Ashley, crushing on off-tackle plays into politics and poetry. There's Robin, elusive on runbacks through Verdi, Van Gough and Virgil. What can Notre Dame do but punt on first down and pray?

A telephone call found South Bend Eddie, a bookie who will take any bet, so long as it is against Notre Dame.

"How many points are you offering on Bryn Mawr against Notre Dame?"

"You mean chicks? Against the Irish? Listen, we'll play 'em in hopscotch. Who did Bryn Mawr ever beat?"

"The U. of California at Riverside last week. Score was 230-70. Bryn Mawr wasn't even breathing hard."

Emotional as always, South Bend Eddie broke into a hoarse, off-key version of, "Cheer, cheer for old Notre Dame ... wake up the echoes that cheer her name ..." What, he snarled, did Bryn Mawr have that compared?

"Well, they have this chant that goes, 'Anassa kata, kalo kale, la! la! la! nikel!'"

"What kind of dumb cheer is that?"

"Well, it means, 'Goddess descend, we invoke you O beautiful one, hail, hail, hail, victory.'"

"I think," said South Bend Eddie before the phone crashed down

on the hook, "that we are in trouble."

Exactly the feelings of Dr. Robert Patten, who is the Ara Parseghian of the Mainline (distaff division). A young English professor, Dr. Patten has whipped his Bryn Mawr club together since September. He started with 149 candidates, then drove his Four Fillies through 2,000 practice questions. Before waxing Cal on TV, his assassins ripped Haverford three times in scrimmages.

"And these aren't pros but pure amateurs," said Dr. Patten. "Some schools -- I will not mention names -- keep their players in special dorms with daily training sessions, no outside classwork. And they have specialists on science, music, et cetera. Ours play every position."

"Notre Dame had a spy invade our campus," said Dr. Patten. "A boy infiltrated the dorms here, took notes on our training methods, scouted our personnel. I'm serious. We considered retaliating by sending a girl with a bad cold to Notre Dame, but I am against germ warfare. We respect Notre Dame, but remember -- we're Number One."

la! la! la!

Undergrad Dues ...

(Continued from page 5)

gram is thwarting participation by being based on a principle of minimum expense for the minimum of activities?

There was an opinion expressed that "if I don't participate in an activity, I don't want to pay for it." Personally, I find this rather egocentric. Undergrad only supports those organizations and clubs which are open to the whole campus. Most of these cannot be supported by membership dues alone, and they resort to selling food or VISA cards or charging admissions; efforts are directed towards making money thereby detracting from the time spent on the production. It is quite true that no one participates in all the clubs and that some people participate in none, but the majority of us participate in something, and I like to think we can even benefit from the existence of some activities in which we do not participate. Besides, we all get Freshman Handbooks as well as the NEWS, have the convenience of Pay Day and hall announcing (now posting), and appreciate self-scheduled exams. Undergrad funds all these.

Only the mechanics of the dues raise remain to be straightened out. There are three problems:

1) Overwhelmingly (90%), the

campus wanted to be billed over the summer. This would be separate from tuition, and an itemized list of where the money would be spent would be included. Among other things this would enable us to have the Undergrad funds at the beginning of each year (the time of heaviest expenses) and avoid perennial Pay Day crises (eg. Alliance has only \$38.00 until next Pay Day).

2) Also, what about scholarship students? Compared to other schools, a \$25.00 activities fee is small, but compared to this year's fee, it is almost doubled. For the administration this means finding \$11.00 more per scholarship student, and 1/3 of us are on scholarship.

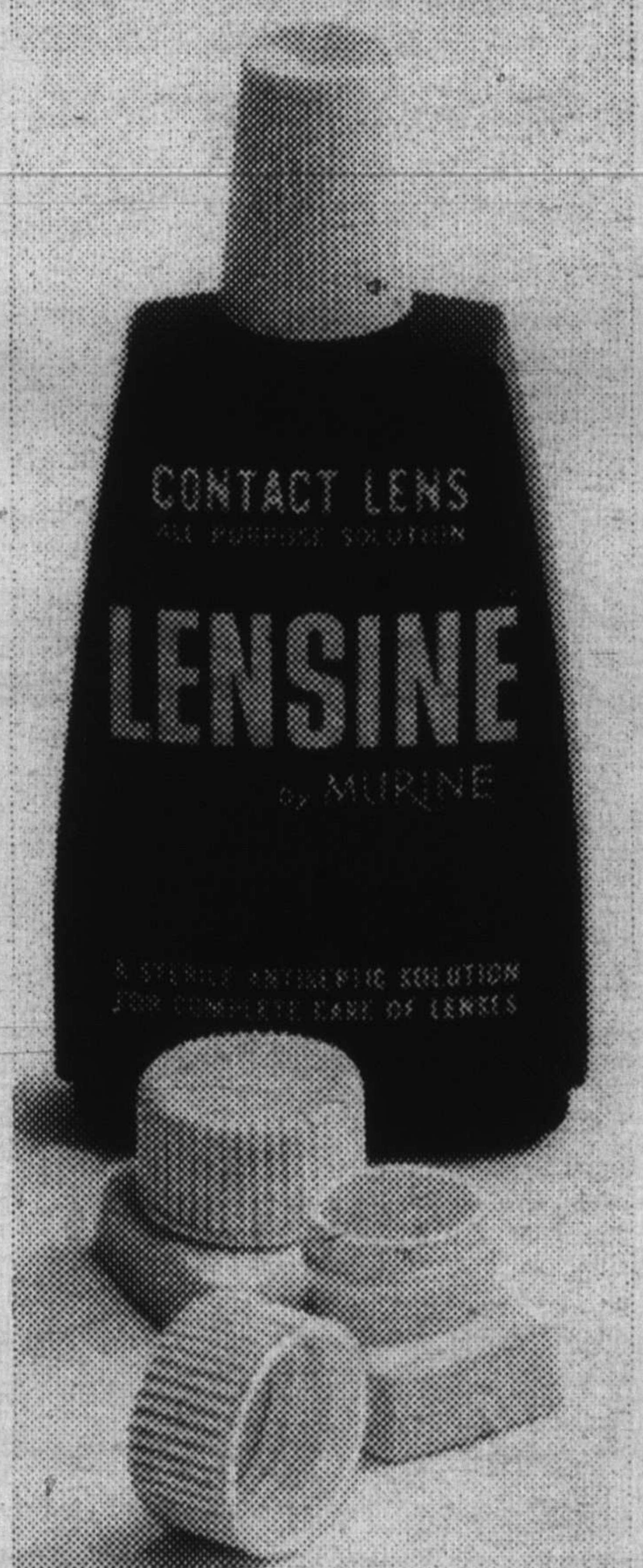
3) What should Undergrad pay for and what is the responsibility of the administration? We pay \$1300.00 to Pay Day mistresses and hall announcers, but the administration pays fire captains. We pay only part of the Orchestra-Chorus-Chamber Music costs; the administration pays the rest and yet they are under Arts Council. (When the "administration" pays, the money comes from tuition as well as other funds.)

Lola Atwood
President, Undergrad

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