

# THE COLLEGE NEWS

Vol. LII, No. 5

BRYN MAWR, PA.

OCTOBER 14, 1966

C Trustees of Bryn Mawr College, 1966

25 Cents

## Self-Gov to Ask Administration To Adjudicate Driving Problems

The following statement will be presented to Legislature October 31 by Jane Janover, president of Self-Gov, as a result of discussions in Executive Board and in the dorms:

"I move: a) that Section IX, Driving, be stricken from the Constitution of the Bryn Mawr Students' Association for Self-Government.

"and further b) that the driving privilege be administered by the College.

"with the condition c) that a

composite list of student recommendations re driving be submitted on passage of this motion."

The partial list is as follows: "1) the number of parking spaces available on campus each year to be specified; 2) specific area on campus be set aside for student parking; 3) the college investigate possibilities for expanding number of parking places; 4) that the following be recognized as urgent need (in order of importance) -- a) classes for credit at col-

leges other than Haverford, b) serious illness, c) work (research, volunteer, fine arts) not for credit for which transportation is a problem, d) campus organizations, e) extenuating circumstances; 5) that special permission be granted to park a car on specified days."

Martha Taft, second sophomore to Self-Gov in charge of the driving rule, has issued the following statement:

Not only is the situation on campus out of hand, because students have openly violated the rule, but there are also certain parts of the rule which are not clarified, even to the Executive Board.

Besides not knowing how many students should be permitted to park on campus, Self-Gov has no effective way of enforcing this rule. The members of the board are aware that as many as forty-five cars are illegally parked on campus, but without acting as a police force, daily patrolling the parking lots, ticketing cars and collecting fines, they are unable to force these people to move their cars. A student, bringing a car illegally to college, without having found a parking place outside the three mile limit, has no other parking place except the campus, and so ceases to regard the rule as part of the Bryn Mawr honor system.

## Campus Committee to Begin Constitutional Revision Work

Most of the halls have elected representatives to the Constitutional Revision Committee. Self-Gov expects the Committee to have its first meeting next week, to begin its work of discussing and drawing up proposed revisions of the Constitution to be submitted to Legislature for consideration.

Each hall will send two representatives, members of the sophomore, junior, or senior classes,

and each language house will send one. The representatives elected so far were chosen at hall meetings held early this week.

Rhoads' representatives to the Committee will be Diane Ostheim and Ann Shelnut, both sophomores. Susan Cree, '68, and Doris Dewton, '69, have been elected from Pem East, and Barbara Mann, '68, and Gillian Whitcomb, '68, from Pem West.

Merion will send Patty Monnington, '68, and Kathy Murphey, '69; Radnor's Committee members will be Carol Reische, '69, and Jennifer Taschek, '67. Rockefeller has elected one representative, Pam Barald, '67, but announcement of the second Committee member is pending, following a run-off election between two tied candidates.

Batten House has elected Margie Buie, '69, as its single representative, and Wyndham has chosen Brigitta Fitz, '69.

As of the middle of this week, Denbigh, Erdman, and Perry House had not yet elected their representatives.

Self-Gov plans to set up the Committee's first meeting for next week. When the Committee does meet, however, it will function as an autonomous body with complete independence from Self-Gov or Undergrad, electing its own officers and following its own chosen procedures.

## Marcel Philosophy Topic of Lecture On Existentialism

José Ferrater Mora, Professor of Philosophy at Bryn Mawr, will discuss "Christian Existentialism in the Philosophy of Gabriel Marcel," as part of Interfaith's lecture series.

The talk is scheduled for Wednesday, October 19, at 7:30 p.m. in the television room in the College Inn. Refreshments will be served.

Mr. Ferrater Mora describes Marcel as a French Catholic philosopher who has himself denied that his philosophy is "existentialist." ("No one wants to be connected with something that ends in '-ism,'" said Mr. Ferrater Mora.) Nonetheless, he will examine Marcel's thought and point out its existential and Christian aspects and their relationship.

## Mawrters Join Vietnam Vigil; Racial Demonstrations to Begin

"Vigil: An Expression of Concern Over U. S. Policy and the War in Vietnam" read the sign at the head of the line of students and faculty in front of Founders Hall, Haverford, last Wednesday.

The silent protest was the second in a series of weekly vigils sponsored by the Haverford Social Action Committee. They are scheduled to take place every Wednesday, from 12:30 - 1:30 p.m. People are free to stand in silence for as long as they want during this hour.

The vigils function partly as an expression of personal concern for the Vietnamese people and about U.S. actions. SAC hopes they will also serve in reminding the campus of the continuing existence of the war in Vietnam.

Similar hours of protest were first started at colleges in California. The Haverford protest is also held in conjunction with a vigil sponsored by the Friends Peace Committee every Wednesday from 12:00 - 1:00 at Penn Center in Philadelphia.

The peak number of people at the Haverford vigil last Wednesday was approximately 75. An aggregate of roughly a hundred participated. Several members of the Haverford faculty and a few Bryn Mawr students joined with the Haverford students in the protest.

The Wednesday vigils will continue throughout the year. Bryn Mawr students and faculty are invited to participate.

Demonstrations in Ardmore against racial discrimination on the part of Main Line real estate boards are continuing every Wednesday night. The demonstrations are sponsored by a coalition of organizations, including Negro real estate offices and the Friends Committee on Race Relations, known as FREE, or "For Real Estate Equality." Ride notices will be posted, and the SAC bulletin board in Taylor has further details.

## Second in Series On Urban Affairs Treats Education

The second lecture in the Alliance series on urban affairs will take place this coming Monday, October 17, in the Common Room at 7:30 p.m.

Mrs. Harriet Reynolds, who is the Assistant Director for Education for the National Urban League, will be speaking on "Education in the Ghetto: Cultures in Conflict."

This topic will cover the problems of the public schools in the ghetto areas of large cities; why they have failed, and possibly what could be done to improve them.

## Functions of New BMC Library More Specific as Plans Advance

The new \$4,000,000 Bryn Mawr Library will feature a blend of study space with stacks and provision for future growth of the college. According to library plans, "66 per cent of the usable space in the library will bring readers and books together."

These special study areas contain work space and carrels of sufficient size to accommodate the bulk of materials that may be needed in scholarly research.

The library reserve book room for undergraduates will supply the frequently needed books in the humanities and social sciences.

Graduate students in these fields are furnished with study rooms on the lower, second, and third floors near the stacks containing books in this area.

The sciences will remain in their present sites; the art and archaeology libraries will expand their facilities in the present M. Carey

Thomas Library.

The requirements of the college answered by the new library include a projected college community of 1250 faculty and students. Seven hundred readers can be comfortably housed by the building.

Planned to hold 655,000 volumes, the library will permit the doubling of the present facilities in the humanities and social sciences. The building has a total space of 100,000 square feet.

The catalog and biographical and reference materials will be located on the main floor, which is also the main entrance level.

A two-story room opposite the doorway will house the collection of periodicals. The number of periodicals kept by the library will be increased in the new building.

Micro-film equipment, micro-cards, and micro-fiche will also

be found on the main floor. The loan desk, to the right of the entrance, serves as the center for library records and the source of information about library facilities.

Also to the right of the entrance and along the east face of the building is work space for the library staff. On the west side a large rare book room includes work space for the reader.

Expectations for the college's growth have been carefully considered in planning the library. Enrollment, graduate and undergraduate, is anticipated to increase slowly. The estimated proportion predicts an eventual ratio of one graduate student to two undergraduates.

Chairman of the Faculty Library Committee is Mrs. Michels, and Mr. Schweitzer is head of the Library Planning Committee.



The preliminary sketch of the new library, in its site next to the Thomas Library. Philip M. Chu of O'Connor and Kilham is the architect in charge.

# THE COLLEGE NEWS

Subscription \$3.75 - Mailing price \$5.00 - Subscriptions may begin at any time

Entered as second class matter at the Bryn Mawr, Pa. Post Office, under the Act of March 3, 1879. Application for re-entry at the Bryn Mawr, Pa. Post Office filed October 1st, 1963.

Second Class Postage paid at Bryn Mawr, Pa.

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 R.K. Printing Company, Inc., Bryn Mawr, 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.....Nanette Holben '68
- Associate Editor.....Laura Krugman '67
- Managing Editor.....Klit Bakke '68
- Member-at-Large.....Robin Johnson '68
- Contributing Editors.....Pam Barak '67, Emily McDermott '68
- Business Manager.....Fern Hunt '69
- Subscription Manager.....Mary Ann Spreigel '68
- Advertising Manager.....Diane Ostheim '69
- Photographer.....Marian Scheuer '70

### EDITORIAL STAFF

- Dora Chizea '69, Judy Masur '68, Nancy Miller '69, Kathy Murphey '69, Cookie Poplin '69, Marcia Ringel '68, Ann Shelnut '69, Marilyn Williams '67, Lois Portnoy '68, Jane Dahlgren '70, Karen Detamore '70, Janet Oppenheim '70, Barbara Archer '70, Edie Stern '70, Mary Kennedy '70, Pam Perryman '70, Laura Star '70, Eleanor Anderson '70, Sue Lautin '70, Christine Santasieia '70, Ruth Lowenthal '70, Michele Langer '70, Christine VandePol '70.

# Grades, Medical Data Determine Independent Year Readmissions

Discussions during the recent Educational Goals series indicated, among innumerable other matters of contention, a segment of student disturbance concerning Bryn Mawr's policy of readmissions. These discussions, a product largely of last Thursday's program, involved the problem of the student's confinement to an undergraduate education at Bryn Mawr alone, and evoked the suggestion that the dissatisfied or uncertain student take an independent junior year of study (apart from the Junior Year Abroad program) for the purpose of contrast and evaluation.

But, responded a small multitude, if we do take an independent year, we have no guarantee of being readmitted to Bryn Mawr, in which case the experiment defeats its own purpose. Thus doubtful as to the outcome of an independent venture, some Mawrters may be discouraged from jumping off the space capsule without the assurance of the umbilical cord.

Dean of the College Mrs. Marshall and Director of Admissions Miss Vermey, both aware of the confusion, clarified the present criteria for the NEWS, and added that, with the recent increase in students wishing to take an independent year, a printed statement will be drawn up in the near future, for distribution to those taking an independent year and their parents.

"We don't have any such thing as a leave of absence," said Mrs. Marshall. The student simply withdraws and applies for readmission when the time comes. "The basis for readmission is a high level of work in the independent year of study." Of course, the student taking an independent junior year, if she expects to receive credit, must have the full approval of her department of specialization since she would be taking the bulk of her major work away.

However, pointed out Mrs. Marshall, if the student happens to be spending the year away

due to severe emotional problems, her readmission is evaluated on the basis of medical advice. It is not necessarily inconsistencies in the readmissions policy when an apparently qualified student is not allowed to return; it is often the case that some kind of medical assurance did not accompany her application.

Miss Vermey also stressed the point of satisfactory health, and went on to qualify Mrs. Marshall's mention of a "high level of work" by specifying an A-B average during the independent year of study. Miss Vermey guaranteed, in short, that a student would be readmitted with these satisfactory health and academic credentials.

The number of readmission applications was particularly large this year, and were in part responsible for the overflow from the dormitories. And Miss Vermey expects that the number of students wishing to take an independent year will probably increase. But since Bryn Mawr is a small college, "we can't be as flexible as a big university," in consideration of space. Therefore, before a policy is printed up, a careful evaluation will be essential.

Applications for readmission, according to the catalog, are reviewed twice: in February and in June. Those who file an application by February 15 will be notified in early March, and the others in late June. The readmissions committee consists of Miss Vermey, the deans, and the members of the major department concerned.

There are a variety of circumstances under which a student may take an independent year. If she wishes to receive credit for her studies, she must have the approval of her department and may then return as a senior. Or, if she does not receive credit, she is readmitted as a junior. Finally, it is also possible for a student to take a year off to work.

## The Dress Rule

Now that the Committee on Constitutional Revision is being set up, it is time to start thinking seriously about all the rules everyone has griped about in the last couple of years. One of the most complicated and possibly most irrational one is the dress rule. As it now stands, it requires skirts in classes and everywhere off campus with many qualifications. Skirts in classes are reasonable -- after all, the professors dress up for us; we should show enough respect to do likewise.

But the qualifications are what make it so confusing: 1) pants are acceptable to wear to Haverford if you don't walk on the Pike; 2) pants are acceptable to wear to the Comet, but only if it's dark, and 3) pants are acceptable on the Local if you are taking riding lessons. These exceptions to the "skirts always" rule have come up and been passed piece-meal fashion as styles (and now what about pant-suits?) and mores have changed. We suggest that the Committee recognize the fact of changing styles in a brand-new construction of the rule. Even more important, it should recognize the ability of Bryn Mawr students to decide by themselves what is proper dress in public places.

The Constitution is generally interpreted to mean that Bryn Mawr students are adult enough to decide how they are going to act; one of the few restrictions is the Discredit Clause which asks that she not disgrace the college in public, e.g. the tacit drinking rule. Why couldn't the same system apply to dress? There is no reason why a student shouldn't be allowed to decide, on the basis of where she is going and what she is going to do, whether or not pants would be more convenient than a skirt, and at the same time, no disgrace to the name "Bryn Mawr College."

## The Vital Committee

The enthusiastic response to the Educational Goals Committee program has awakened a spirit of revision and reform. Although the phenomenon of Bryn Mawr dullness appears to many in both academic and non-academic forms, the classroom situation has emerged as a major cause of discontent. When these seminars end, we hope that students will recall the most efficient channel for academic complaints and suggestions, Curriculum Committee, recently raised to the rank of Big Six member, exists precisely as an outlet for student observations on the college's plan of study.

A frequent note of dissatisfaction expressed at these seminars has been concern over student passivity, evidenced in minimal class discussion and late-semester attacks on a term's reading list. It is unfortunate that these gripes, symptomatic of a basic concern over educational procedures and goals, found their way to Curriculum Committee only by an indirect route.

The success of the committee in answering student requests for new courses should not obscure its fundamental purpose. As an elected student organization which works in coordination with its faculty counterpart, the Curriculum Committee is a potential reflector of campus opinions and objections on all aspects of the academic program.

Perhaps students have bypassed the committee because they failed to recognize its intended jurisdiction. Perhaps the committee has been too occupied with specific reforms to examine the prevailing climate of opinion. Now that a new president has been elected and a new series has aired the relevant problems, we urge Curriculum Committee to assume its rightful position as an effective representative of student sentiment on the philosophy as well as the practice of education.

## Lamentations

Mr. Bachrach cited the dullness of the COLLEGE NEWS at one of last week's Educational Goals sessions, and we are still not clear as to whether his comments referred to the efforts of the staff or to the paper's reflection of the campus--or both. But allow us to make mention of a few facts we find discouraging.

The majority of the letters to the editor that we print actually have to be solicited from the student body. If we do not receive unsolicited letters, and since the working staff is minimal to say the least, it is necessarily true that our insight into campus problems is limited.

When we do see fit to editorialize for improvement of the college (e.g. revising Freshman Comp, instituting a pass-fail system, doing away with hygiene lectures), we get no response from either students or faculty in terms of meaningful action. The most the paper can do is put a bug in somebody's ear; we do not intend to write the paper and run the committees for improvement at the same time.

The administration does not censor the NEWS; rather, it is more helpful in giving us leads to stories than is the student body or the faculty.

Having to squeeze blood out of stones is an awfully disheartening way to produce a newspaper.

## Boycott Crowded Classes

Dean of the College Mrs. Marshall and Director of Admissions Miss Vermey, both aware of the confusion, clarified the present criteria for the NEWS, and added that, with the recent increase in students wishing to take an independent year, a printed statement will be drawn up in the near future, for distribution to those taking an independent year and their parents.

"We don't have any such thing as a leave of absence," said Mrs. Marshall. The student simply withdraws and applies for readmission when the time comes. "The basis for readmission is a high level of work in the independent year of study." Of course, the student taking an independent junior year, if she expects to receive credit, must have the full approval of her department of specialization since she would be taking the bulk of her major work away.

However, pointed out Mrs. Marshall, if the student happens to be spending the year away

## Letters to the Editor

### Social Disaster

To the Editor:

Last Saturday the Princeton Hillel mixer flopped. Two schools together lost over \$200, and the party was a dismal failure because of the irresponsibility of a number of Bryn Mawr girls.

A sign-up list went up almost two weeks before the mixer, and remained up until the day before. Princeton had invited 45 girls for a day that was to include folk singing, sherry, dinner and dancing. Several announcements during that time were read in the halls, and there was quick response. Soon all 45 places had names beside them. However, by Friday, the day before the trip, 14 girls had crossed their names off the list. That left 31 people still signed up.

But the worst was not yet apparent. On the day the bus went, 18 of those 31 arrived to greet the 50 boys waiting for them at Princeton. Thirteen girls who had signed up never notified me that they were not planning to go. And

this despite numerous hall announcements begging for just that much courtesy!

I will not go into the economics of the situation, but the Social Committee is \$200 in debt. And that is less of a consequence than the nearly irreparable harm done to whatever vestige of a reputation Bryn Mawr had at Princeton. Undergrad has authorized the Social Committee to charge on Payday the 13 girls who never cancelled their commitment, but that won't begin to cover the debt,

nor can it mitigate the harm that has already been done.

As Social Chairman I would like to mention three things in the aftermath of this fiasco:

First, much of the blame is mine. There should have been more, and more effective publicity, and some follow-up on those who signed their names. These tasks require organizational efficiency, however, and the new Social Committee is still in the planning stage.

Second, I am now most reluctant to begin to consider setting up any more trips to other schools. This week alone, Swarthmore, Yale and Columbia called with invitations, and frankly I was at a loss whether to accept or just to say that Bryn Mawr has no interest in any trip away from this campus.

Third, and most important, this signing up and then not showing up has naturally got to stop. No one is forcing you to sign up, but if you do sign up, you are committed to go.

Mary Little, '68  
Social Chairman

applebee



my favorite squirrel offered me an acorn the other day ... in a courteous mood i sampled it ... my beak still hurts but de gustibus i guess ... i wonder what my squirrel would say if i should proffer to him a mouse ... cousin eat cousin ... the leaves lately prick my back as i fly through them ... i feel older somehow in the fall, and aging like the rest of the earth i want to change colors too ... i am in love with trees ... when i fly above them they are puffed chrysanthemums ... when i rest in them their bloom fills the world, i think how can they ever change, but i know their yellow's evanescence ... autumn in pennsylvania is a pretty time, tantalizingly longer than autumns elsewhere, but eventually it falls to the ground in bright heaps ... the giant mums will de-puff and leave me only their stalks to play in ... trees in this season reveal personalities otherwise hidden... it is only now for a couple of weeks that they condescend to spill their sense of humor ... forgive me for gushing but living in an orange and red house does crazy things to one's temperance

brightly,  
applebee

## Anthropology Club To Show '22 Film 'Nanook of North'

"Nanook of the North," a film made by the widely-acclaimed photographer Robert Flaherty in 1922, will be shown in the Biology Lecture Room, Monday, October 17, at 8:30 p.m.

The film is sponsored by the Anthropology Club, which requests a donation of \$.25. This is a "beautiful documentary" of the communal life of the Hudson Bay Eskimos, according to Andrea Lurie, co-chairman of the Anthro Club. It is about their struggle for existence, and should be of interest not only to anthropology students, but to those interested in ethnography and film-making as well.

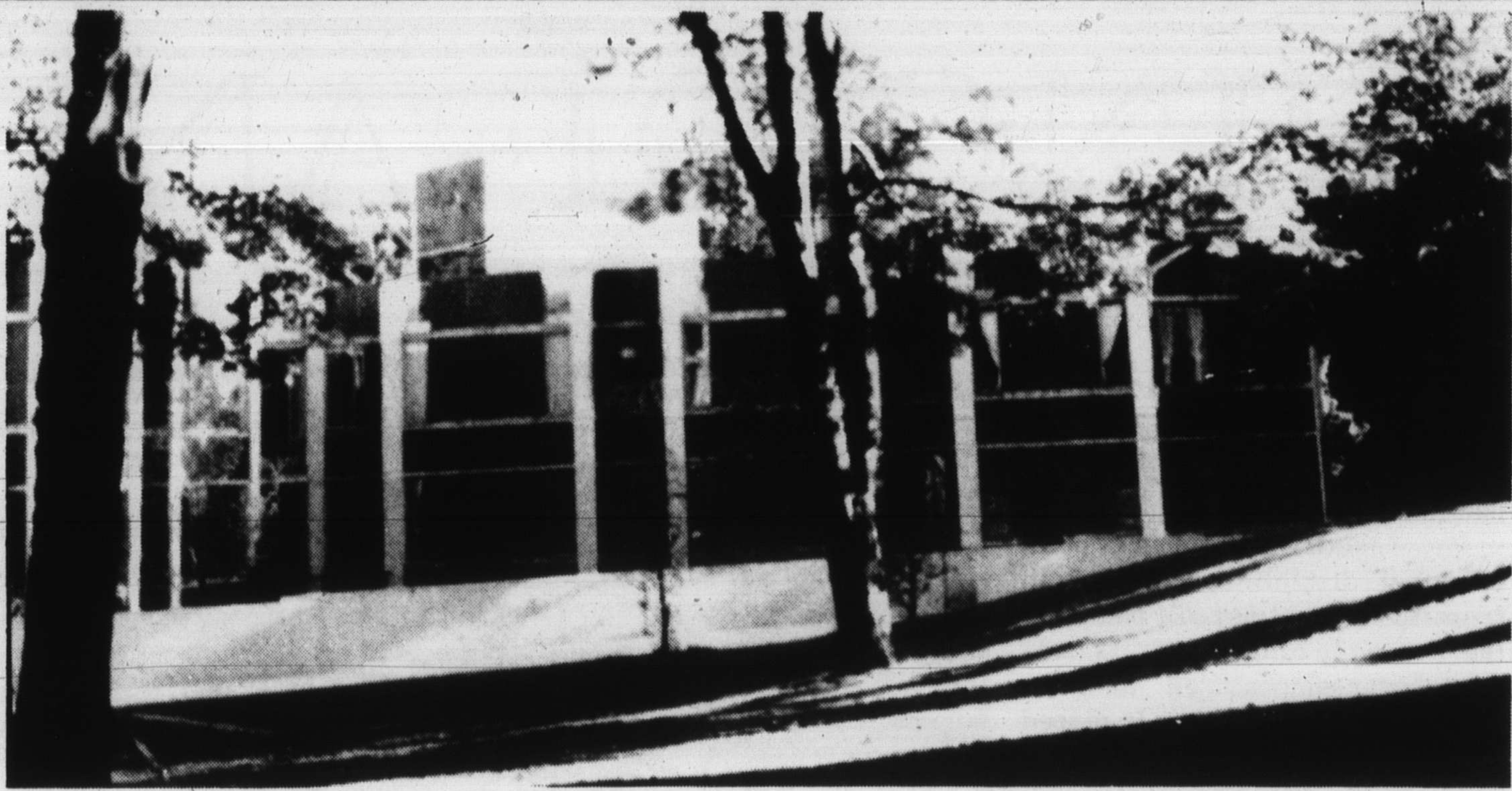
The Anthropology Club is planning on showing at least one movie a semester. These will deal with subjects of anthropological interest, but everyone is invited.

## Executive Board To Present Topic Of Men-in-Rooms

Members of the Executive Board of Self-Gov will participate in hall meetings next week to present the results of last year's men-in-the-rooms questionnaire and to discuss the rule with the student body.

The schedule for meetings is: Monday, 7 p.m. at Rhoads and 10 p.m. at Radnor; Tuesday, 7 at Pembroke and 10 at Merion; Thursday, 7 with all the language houses at Wyndham and 10 at Erdman; and Thursday, 7 at Rock and 10 at Denbigh.

Assistant Wanted  
For NEWS Photographer  
Experience  
Desirable  
Contact Marian Scheuer  
in Erdman



## Precocious One-Year-Old Erdman Has 150 Guests at Birthday Party

by Marcia Ringel

First birthday parties are always special events, but how many infants invite 150 guests -- and all of the immediate family, at that?

Bryn Mawr's precocious one-year-old, Eleanor Donnelley Erdman Hall, gurgled with delight when her father, Philadelphia architect Louis Kahn, arrived with Mrs. Kahn for dinner Tuesday evening. Mrs. Anne Hanson of Bryn Mawr's History of Art Department attended the party with her husband.

Other than one hockey tunic and one pair of Bermuda shorts, Erdmanites dressed up for the occasion. After dinner the large living room with the tapestry buzzed with genuine party atmosphere that included admiring glances at the four-tiered birthday cake, dressed in blue and white and inscribed, "L.I.K. to Erdman Hall" in blue icing. "The idea was to match the blue in the center table," Bryn Mawr President Katharine E. McBride told me. Miss McBride, who had arranged for the cake through MacIntyre's Bakery and for the party through Erdman social chairmen Dana Rosen and Ginny Gerhart,

wore a blue and white dress.

Erdman has been described by TIME magazine as resembling "a happy dungeon" and by Mr. Vincent Scully, Professor of Fine Arts at Yale, as one of the most beautiful college dormitories in the country. Certainly the poster that greeted Mr. Kahn as he entered the living room lauded Erdman's practicality as well as its beauty: "Welcome to Erdman (we love it!)." From all reports the sentiment is a real one. "I didn't feel that it was a castle at first, although I knew I was supposed to," one sophomore confided; "but now I really do."

After a spirited rendition of "Happy Birthday, Dear Erdman," as well as part of the second verse ("Stand up, stand up..."), Erdmanite Pat O'Connell lit the cake's single blue candle. Photographs for yesterday's MAIN LINE TIMES were taken. Finally Mr. Kahn, who has snowy hair and blue eyes, began to cut the cake.

His fingers blue and white with frosting, Mr. Kahn sliced neatly and architecturally, down to the bottom layer. "I'm saving this for me," he laughed at one point, waving the cake-knife at the top piece, now dislodged, but still bearing the lit candle.

"This is the rescue team," said Miss McBride, sliding a pile of napkins under his elbow. She then complimented Mr. Kahn upon his "cake-dispensing caliber."

At last everyone was consuming coffee and cake. Mr. Kahn swept the crumbs together, picked up his piece of cake, and told me how he felt about Erdman. "I think it's a work of art," he said with conviction. "One shouldn't say this about one's own work, but -- a work of art is the making of a

life. It isn't nature's way of making a life, but it is man's way of making a life. I feel that the building is a living thing." He swiftly took his first bite of cake, murmured a happy sound, and sipped his coffee. "The building has sympathy, sympathy to people," he smiled, his blue eyes shining contentedly behind thick glasses. The little blue candle in the cake on his plate was still burning.

## Alliance's Series Begins Discussing Urban Affairs

by Cookie Poplin

With his lecture "The City in American Society," Tuesday night, Bryn Mawr sociologist Mr. Eugene Schneider provided a general introduction to the current Alliance series on the city. He opened by pointing out that in terms of size alone the city would be one of our most massive problems today; according to the national census, seventy percent of Americans live in urban areas ("any settlement with a population greater than 2500"), and almost thirty percent live in cities of over a hundred thousand people. To look at it another way, almost two thirds of our population lives in the 216 metropolitan areas of the country, and the trend is upward; in the period 1950-1960 the urban population increased by over twenty-six percent.

This has led to a situation unusual in history, Dr. Schneider noted -- a society dominated by cities. Much of our industrial wealth, important finance and commerce are centered in our cities; they set patterns for art, recrea-

## Marimba, Yoruba Drum Music Featured at Afternoon Concert

The first of Mme. Jambor's Sunday afternoon music concerts will take place this Sunday at 3 p.m. in the Music Room of Goodhart.

She is planning to have two Bach compositions in A Minor on the program -- one a prelude and fugue, and the other a violin concerto. The first she will play on the piano, although it was also intended for harpsicord, flute, violin and orchestra. She will be playing this same piece in February with Dr. Reese and the Haverford Orchestra. At that time it will be possible to compare the two versions.

The second Bach piece will be played on the marimba, which she has on loan from Charles Owens, a percussion artist on the Philadelphia Orchestra. The marimba is very much the same as the xylophone except that the former has tubes connected to each key, which gives the notes a more resonant tone than the xylophone has. Mme. Jambor has been practicing this piece on her xylophone though, because the technique is basically the same.

Finally, in connection with her ethnomusicology class in the Anthropology Department (she said that Bryn Mawr is the first col-

lege in Pennsylvania to have a course of this kind) she has asked sophomore Dora Chizea to perform some Nigerian drum music.

Dora has already done some work with the class on the Yoruba drums, but this will be the first time the whole college will have a chance to hear her. Although this is not a complete set of the drums, and therefore "cannot make REAL music," Dora said they will give the audience a good idea of Nigerian music. She will also do some singing and dancing.

Mme. Jambor finds the role of music in African society much more organic than in our society. The tonal language, she said, is fascinating. Her belief, and this is what is behind her ethnomusicology course, is that Western people can learn a great deal of the relations between men and men, men and God, and men and nature by studying such music as the Africans have developed.

## Free-Lance Filmer Addresses Group Of Movie Makers

One of the functions of Arts Council is to provide Bryn Mawr students with "outlets for creative expression." One of the most creative outlets on campus is the new and still starry-eyed Bryn Mawr-Haverford film-making society. They heard Irvin Fajans, a free-lance film editor who has taught film technique at the School of Visual Arts in New York, last night speaking on the difficulties and technical problems involved in making a film.

The group is planning to divide into two sections: one for production and one for the more creative side. The production people can then go out and begin shooting film, learning about lighting and such things, while the creative people can begin thinking about scripts and music.

What they desperately need now is money, or at least donations of film, cameras (8 millimeter), and darkroom equipment. The Arts Council runs on a very minimal budget and has no money to give them. They are hoping for help from the community at large, from Haverford, and from both faculties.

One project that is already being considered is a movie-commercial for the Haverford yearbook, the "Record." To promote the yearbook, they would then show this short film at one of the Haverford film series.

## BMC and H'ford Tutorial Projects To Be Expanded

League's deadline for tutorial applications is Saturday, October 15, as the one-to-one matching up of tutors and tutees will take place the following week.

This year the tutoring project has broadened its scope and become affiliated with the Philadelphia Tutorial Project. The Philadelphia Project has expanded rapidly since its founding in 1962, and it offers the centralization necessary to a project such as Philadelphia area tutoring.

The Bryn Mawr and Haverford projects will also be coordinated. The Bryn Mawr Project is located at the all-Negro James Rhoads Junior High School in West Philadelphia. Haverford's Ardmore project is likewise geared to junior high students.

Transportation to Philadelphia is arranged through use of the college station wagon and occasionally private cars. Haverford's transportation system is more independent but may be worked out with Peter Reagan, MI 9-1109.

The times available for Philadelphia's tutoring are Monday through Friday, 4 to 6:15 p.m. and Saturday, 10:30 a.m. to 12:30 p.m. Volunteers have consistently helped young people to stay and succeed in school. There are presently more tutee applications than can be matched with tutors.

Applications are posted on the Taylor Hall Bulletin Board. Please return applications or refer questions to Cheri Morin or Anita Gretz in Pembroke East if interested in alleviating this backlog of applications.

## SAC Seminar Discusses White Backlash, SNCC

by Kathy Murphey

The Haverford and Bryn Mawr Social Action Committees began their joint seminar program last Sunday afternoon with a discussion on "black power."

The seminar took place in the Merion showcase. At 3:00 students, faculty (and faculty children), and some visitors from the community began to arrive. As the room filled up, the chairs were pushed back, and people settled on the floor.

Mimeographed sheets of quotes from an article by Stokeley Carmichael that appeared in the August 22 issue of the "New York Review of Books" were passed out. Carmichael is head of the Student Non-Violent Coordinating Committee. He is one of the major proponents of the philosophy of "black power." The discussion began with the idea of using Carmichael's position as a basis for defining and evaluating this philosophy.

In the article, Carmichael makes such statements: "An organization that claims to speak for the needs of a community -- as does SNCC -- must speak in the tone of that community, not as a buffer zone between liberal whites and angry

young blacks." He says, "Responsibility for the use of violence by black men ... lies with the white community." Carmichael claims, "For racism to die a totally different America must be born," and that "... the rebuilding of this society, if at all possible, is basically the responsibility of the whites."

With this explanation of black power in mind, people were eager to discuss its implications. The discussion jumped around the room rapidly. Several questions came up right away.

Some felt that the purpose behind "black power" is to give the Negro confidence in himself as an individual. Self-confidence will enable him to rise above his present and inferior position of begging for sympathy and his own rights from the white. Instead, the Negro will elect his own representatives to school boards and other public offices, and organize his own cooperatives to fight unfair landlords and high prices. Only then can he contribute to the society of which he is now a victim.

Mr. Waldman, a professor of

tion, and much of the intellectual activity of the country. Though cities are the source of great problems, race, crime, corruption, schooling, housing, the mass flight to suburbia, the sociologist emphasized that cities have important positive features. Not the least of these is that they serve as a center for creative intellectual endeavor and provide a certain freedom for individuals to develop in different ways.

How can one explain this environment in which the majority of Americans live out their lives? One of the most influential modern theories is that proposed in the twenties at the University of Chicago: a city grows like an onion, in concentric rings around a central core. The process is automatic, and each ring has certain distinctive characteristics -- the center of the city is surrounded by an area of disintegration and disorientation, an area of slums, of crime, of first generation ethnic groups. This ring is in turn surrounded by an area of humble homes which is encircled by suburbia where the commuters live. The pattern is basically one of harmony; there are certain needs to be fulfilled and each layer provides something -- even the slums offer cheap housing.

Dr. Schneider pointed out that this "theory" is really no more than a description; it assumes that the city is an entity in its own right with a life of its own, and that its development has nothing to do with the experience of the individual. He proceeded to suggest two different points of departure: first, the city cannot be understood in isolation but is related to the deepest forces active in society, and second, the city cannot be understood as the outgrowth of a process leading to harmony but rather it must be studied in terms of its own internal contradictions, tensions, and paradoxes. Mr. Schneider devoted the rest of the lecture to a more detailed consideration of three of these problems.

First, he mentioned the tension that must arise from the increasing size of our cities, the growth of the megalopolis, itself the result of profound forces in our industrial, capitalistic society. A basic conflict arises between the pressure of ever more crowded areas and the spiritual needs of the individual. The sociologist emphasized that this tension, however, has a positive aspect; it stimulates an intense intellec-

tuality.

The problem of the Negro, of course, is central to the problem of the city, and is the result of earlier tensions in our society in the South in particular. Seventy percent of American Negroes now live in urban areas, and according to Mr. Schneider, in many ways constitute an urban proletariat. Without property and often without jobs, they are isolated, defenseless and in a "state of alienation" from society. As evidence of this condition the professor proposed open Negro hostility to authority, the high crime rate and sometimes unnecessarily dreadful conditions of the Negro slums, and the repeated outbreaks of

The Annual Fall Deanery Sale will take place today and tomorrow in the Deanery. It begins 10:00 a.m. Friday morning and will last until after the Lantern Night ceremony, and then again all day Saturday.

(Continued on page 8)

(Continued on page 7)

# THE MEANING OF AN

## Final Lectures of Goal Sessions

### Focus on Deans, Student Gripes

**Thursday, Oct. 6**

Miss McBride and Mr. Bachrach presented their opinions on "Bryn Mawr's Concept of the College as a Community" last Thursday evening in Rhoads Hall.

Miss McBride first offered a brief sketch of what Bryn Mawr is and what it is not. The college is not a typical form of college government, with a board made up of representative groups, for this system has definite disadvantages, i.e. the group within the council is small, and the faculty may overshadow the student group.

Bryn Mawr is, however, a complex community, a series of groups with well-defined responsibilities.

Due to these "cooperating subgroups," there exists a challenge in communications, which are best when faculty and student goals are convergent instead of divergent, as in the year when the faculty was involved in curriculum reorganization and the students were pushing for self-scheduled exams. Thus the community is at its best when harmony is present.

Mr. Bachrach countered by calling the challenge confronting the college today the dullness in its atmosphere. He called it paradoxical that Bryn Mawr has a superb faculty and student body, and yet there is little dialogue between them. Also, the democratic processes here are not used to full advantage by either students or faculty.

The whole image of the college is intellectual, said Mr. Bachrach, but an educational community is one of dialogue, both in and out of class. "I very strongly disagree with students on striving for a closer student-faculty relationship." There should be an eagerness to explore ideas, and this should be the relationship, not some kind of artificial one.

Bryn Mawr suffers from an excessive harmony, was Mr. Bachrach's point of contention with Miss McBride. The emphasis is too heavily laid on acquisition of knowledge and not on the ability to analyze and judge and defend a position. Bryn Mawr students as freshmen are quite eager, talkative, and bouncy -- as they go through the college they become tinged with non-intellectualism, or indifference.

There is a misconception of loyalty at Bryn Mawr, according to Mr. Bachrach, that the loyal member of the community, if he doesn't agree, should be silent instead of speaking his mind. But there is also a misconception of the role of dissent and protest, which should not take place for their own sake alone, but rather with some analysis first.

Basically, he said, the more dialogue that takes place in public, the more chance for improved dialogue in class.

**Monday, Oct. 10**

The issue of Bryn Mawr individuality in theory and practice underscored the Educational Goals Committee meeting on "Student Myths, Attitudes, and Gripes: the Atmosphere at Bryn Mawr" held Monday evening at Rockefeller Hall with Mrs. Michels and Margaret Levi, 1968, as guest speakers.

Opening the session, Margaret expressed her concern over two aspects of Bryn Mawr's atmosphere. The stress on tradition, she maintains, has been perverted, and the stress on academics has become a scapegoat for a lack of student involvement. In past years, Margaret argued,

individuality was a basic tenet of Bryn Mawr. The concept of creative individuality has turned into a code of privatism, however, evidenced in a lack of concern about the college community.

In a similar fashion, she continued, the goal of scholarly achievement is now a convenient excuse for students who refuse to accept non-academic responsibilities.

This change in emphasis results in the development of only one side of a student's personality. Margaret offered as effects of this phenomenon the loss of interest in discussions outside a girl's major field and a passive attitude toward the formation of new clubs and new class methods.

Mrs. Michels, once a Bryn Mawr undergraduate, graduate student, and now professor, opened her remarks with a comment on the confusion of tradition with ritual at Bryn Mawr. Lantern Night, she said, is really a ritual ceremony, and tradition is a difficult term to define.

As a professor of Latin, Mrs. Michels has not noticed any pronounced apathy among her students. Instead, she finds the atmosphere bracing and stimulating, with students of recent years more aggressive in presenting their points of view.

Discussing the issue of change at the college, she referred to the underlying Quaker tradition of Bryn Mawr. Among the Quakers, she noted, one does not move hastily. To students at college for four years, nothing seems to happen. Over a longer period of time, however, substantial revisions are noticed.

Mrs. Michels stressed the difficulty in recognizing among contemporaries those who are strikingly original and independent and in evaluating their growth.

It is hard, she continued, for each part of the college to understand what another part sees, without a real effort of imagination.

Miss McPherson, who introduced the speakers, raised the question of freshman disappointment. She asked whether entering students who expect to find the independence of thought and action for which Bryn Mawr has a reputation feel that they find instead only cultivated eccentricity or self-centeredness.

In response, Mrs. Michels pointed out that by giving students the independence to run their affairs, the college hoped to develop their personal and community responsibility. She asked whether students find this responsibility too crushing.

In general discussion, Jane Janover remarked that students have used this freedom as a personal license to isolate themselves. They are now unwilling to act independently and are asking for answers.

Further discussion raised the problem of conflict between academic and extracurricular interests. Students feel a sense of guilt when they take time from their studies for additional activities; it was asked whether they bring this sentiment with them to college or develop it at Bryn Mawr.

**Wednesday, Oct. 12**

Mrs. Emerson, late of the Bryn Mawr Political Science Department and now Dean of Women at the University of Pennsylvania; Dean Pruett, and Philip Lichtenberg of the School of Social Work were the final participants in the Edu-

cational Goals series.

Mr. Lichtenberg's basic point was that discipline, coming both from the student herself and from the academic atmosphere, is perhaps over-emphasized at Bryn Mawr. Too much stress is placed on self-possession, diligence and hard work, not looking foolish, and preparing for graduate school, when, as a matter of fact, in order to grow and learn to think, it is necessary to be open to a varied inflow of ideas from all sources, and to be free from a constant striving towards and commitment to a single goal like graduate school, or a career.

He finds that Bryn Mawr may

(Continued on page 7)



Mrs. Pruett, center, speaks on role of counseling at concluding session of the Educational Goals series.

## Omnipresent Harmony Disturbs Observer of Bryn Mawr Life

PART I: THE PROBLEM

The following article, to be followed with a sequel next week, was submitted to the NEWS in response to the Educational Goals fervor on campus.

by D. E. Bresler  
of the Psychology Dept.

Linus, in the comic strip "Peanuts," is hopelessly addicted to his blanket, an unflinching source of comfort and gratification. He knows that he must give it up in order to advance and grow, and so decides to surrender it to Charlie Brown, saying, "No matter how much I rant and rave, scream and yell, DON'T GIVE ME BACK THAT BLANKET!" Charlie Brown agrees and takes the blanket. A few minutes later, Linus returns trembling and screams, "I've changed my mind! I GOTTA have that blanket! Give it back to me!" "Okay," says Charlie Brown dumbly and hands him the blanket. "Good grief, Charlie Brown," Linus exclaims, "you're even weaker than I am!"

In much the same way, society when enlightened knows that it must give up its blanket of secure conformity, and thus establishes a university in order to experiment for advancement. When society later becomes hesitant and does an about-face, the university must NOT yield to the impulsive demands for the return of the blanket. As I see it, the readiness with which college administrators succumb to external pressure has been a major cause of recent student uprising such as occurred at Berkeley. The problem is quite different at Bryn Mawr, for here, the university has neglected to even TAKE the blanket of contemporary society. There is little if any current academic or social experimentation at Bryn Mawr, with the result that it does not lead society forward, but merely mirrors it. In this first article, I would like to analyze what is, I believe, a basic problem: the conformingly dull atmosphere which stifles the entire Bryn Mawr community. Next week, I plan to describe in detail what I think can be done to correct it.

Most of us will agree that the aim of education consists not in the mere acquisition and parroting of facts and concepts, but rather in the analysis of information, evaluation on the basis of normative standards, and the synthesis of a point of view -- in short, as Mr. Bachrach has said, in "teaching the individual how to teach herself." I would, however, go much further and state that the aim of Education (with a capital E) is to AWAKEN and develop to the highest degree the capacity of the individual for original, creative and rational thinking, so that she may maximize her contributions to society while striving for ultimate fulfillment of herself as a human being. It must arouse and stimulate intellectual curiosity and engender in the individual the DESIRE for discovery. Education should develop the whole full person, not only intellectually, but morally, socially, physically, and spiritually.

Very few students receive this kind of Education at Bryn Mawr, and I find little if any commitment to it on the part of the faculty, administration or students. Instead, there seems to be a commitment to fit the rather static image of what Mr. Schneider has called "being Bryn Mawr." "Being Bryn Mawr," as I see it, is being intellectual, aloof, narrow, cold and selfish and, in the final analysis, DULL. Unfortunately, Education

as I define it is not "Bryn Mawr."

There are many reasons for this, and the blame must be shared by all elements of the community. President McBride is a most perceptive person and is unusually enlightened as far as college presidents go. I believe that she is able to sense potential conflict and can thus act in advance to avoid it so as to preserve the serene harmony which is omnipresent. Many universities strive unsuccessfully for this kind of harmony, but as ironic as it may sound, perhaps there is TOO MUCH harmony at Bryn Mawr. Too much harmony, like too much of any good thing, can be deadly, even among the faculty.

I would expect that divergent faculty interests would lead to productive public debate of critical educational policies. But the cold hard fact is that most faculty members simply don't care about the college community. As long as they receive adequate research facilities, good pay, substantial fringe benefits and reasonably bright students, they are quite content. Some realize their responsibility to "teach the student how to teach herself," and a few are concerned with bettering the college, but for the most part, faculty members, like the students, are content with "being Bryn Mawr." I've often heard students argue that "we must not alienate our excellent faculty or they'll leave." (A case in point is the self-scheduled exams controversy.) But I would seriously doubt that many faculty members would wish to leave. Teaching at Bryn Mawr is a pretty cushy job: the pay is relatively good (on a par with Princeton), the fringe-benefits liberal, few extra-academic demands, a pleasant geographical location, etc. For the most part it is too easy for faculty members to "get by" without fulfilling their responsibility to Educate the students. But it is even easier for students to "get by" without accepting the responsibility to Educate themselves. As long as a student meets narrow academic requirements and doesn't step too far out of line, she will receive her diploma.

Some argue that the situation is indeed hopeless: only those girls who wish to "be Bryn Mawr" apply here or remain here; most of the more creative, extracurricular, non-conforming girls either apply elsewhere, transfer out, or get swallowed by those who "are Bryn Mawr." Although this may be true to some degree, I feel that the situation is far from hopeless -- that both students and faculty have the potential necessary to develop a vibrant, intellectual, and social ferment on campus.

I am not presumptive enough to claim that all I have said is true. I do not know all the facts or even most of them. This critique is merely how I personally view the problem on the basis of my somewhat limited experience here. I criticize only because I hope to do my share to make Bryn Mawr better than it is. The picture may not be as grim as I paint it. Certainly, there are students who DO become Educated at Bryn Mawr, but I feel that they are special kinds of people who would Educate themselves anywhere. I have analyzed the problem as I see it. Next week I hope to be more constructive in describing how I would go about correcting it.

# THE MEANING OF AN

## Final Lectures of Goal Sessions

### Focus on Deans, Student Gripes

**Thursday, Oct. 6**

Miss McBride and Mr. Bachrach presented their opinions on "Bryn Mawr's Concept of the College as a Community" last Thursday evening in Rhoads Hall.

Miss McBride first offered a brief sketch of what Bryn Mawr is and what it is not. The college is not a typical form of college government, with a board made up of representative groups, for this system has definite disadvantages, i.e. the group within the council is small, and the faculty may overshadow the student group.

Bryn Mawr is, however, a complex community, a series of groups with well-defined responsibilities.

Due to these "cooperating subgroups," there exists a challenge in communications, which are best when faculty and student goals are convergent instead of divergent, as in the year when the faculty was involved in curriculum reorganization and the students were pushing for self-scheduled exams. Thus the community is at its best when harmony is present.

Mr. Bachrach countered by calling the challenge confronting the college today the dullness in its atmosphere. He called it paradoxical that Bryn Mawr has a superb faculty and student body, and yet there is little dialogue between them. Also, the democratic processes here are not used to full advantage by either students or faculty.

The whole image of the college is intellectual, said Mr. Bachrach, but an educational community is one of dialogue, both in and out of class. "I very strongly disagree with students on striving for a closer student-faculty relationship." There should be an eagerness to explore ideas, and this should be the relationship, not some kind of artificial one.

Bryn Mawr suffers from an excessive harmony, was Mr. Bachrach's point of contention with Miss McBride. The emphasis is too heavily laid on acquisition of knowledge and not on the ability to analyze and judge and defend a position. Bryn Mawr students as freshmen are quite eager, talkative, and bouncy -- as they go through the college they become tinged with non-intellectualism, or indifference.

There is a misconception of loyalty at Bryn Mawr, according to Mr. Bachrach, that the loyal member of the community, if he doesn't agree, should be silent instead of speaking his mind. But there is also a misconception of the role of dissent and protest, which should not take place for their own sake alone, but rather with some analysis first.

Basically, he said, the more dialogue that takes place in public, the more chance for improved dialogue in class.

**Monday, Oct. 10**

The issue of Bryn Mawr individuality in theory and practice underscored the Educational Goals Committee meeting on "Student Myths, Attitudes, and Gripes: The Atmosphere at Bryn Mawr" held Monday evening at Rockefeller Hall with Mrs. Michels and Margaret Levi, 1968, as guest speakers.

Opening the session, Margaret expressed her concern over two aspects of Bryn Mawr's atmosphere. The stress on tradition, she maintains, has been perverted, and the stress on academics has become a scapegoat for a lack of student involvement. In past years, Margaret argued,

individuality was a basic tenet of Bryn Mawr. The concept of creative individuality has turned into a code of privatism, however, evidenced in a lack of concern about the college community.

In a similar fashion, she continued, the goal of scholarly achievement is now a convenient excuse for students who refuse to accept non-academic responsibilities.

This change in emphasis results in the development of only one side of a student's personality. Margaret offered as effects of this phenomenon the loss of interest in discussions outside a girl's major field and a passive attitude toward the formation of new clubs and new class methods.

Mrs. Michels, once a Bryn Mawr undergraduate, graduate student, and now professor, opened her remarks with a comment on the confusion of tradition with ritual at Bryn Mawr. Lantern Night, she said, is really a ritual ceremony, and tradition is a difficult term to define.

As a professor of Latin, Mrs. Michels has not noticed any pronounced apathy among her students. Instead, she finds the atmosphere bracing and stimulating, with students of recent years more aggressive in presenting their points of view.

Discussing the issue of change at the college, she referred to the underlying Quaker tradition of Bryn Mawr. Among the Quakers, she noted, one does not move hastily. To students at college for four years, nothing seems to happen. Over a longer period of time, however, substantial revisions are noticed.

Mrs. Michels stressed the difficulty in recognizing among contemporaries those who are strikingly original and independent and in evaluating their growth.

It is hard, she continued, for each part of the college to understand what another part sees, without a real effort of imagination.

Miss McPherson, who introduced the speakers, raised the question of freshman disappointment. She asked whether entering students who expect to find the independence of thought and action for which Bryn Mawr has a reputation feel that they find instead only cultivated eccentricity or self-centeredness.

In response, Mrs. Michels pointed out that by giving students the independence to run their affairs, the college hoped to develop their personal and community responsibility. She asked whether students find this responsibility too crushing.

In general discussion, Jane Janover remarked that students have used this freedom as a personal license to isolate themselves. They are now unwilling to act independently and are asking for answers.

Further discussion raised the problem of conflict between academic and extracurricular interests. Students feel a sense of guilt when they take time from their studies for additional activities; it was asked whether they bring this sentiment with them to college or develop it at Bryn Mawr.

**Wednesday, Oct. 12**

Mrs. Emerson, late of the Bryn Mawr Political Science Department and now Dean of Women at the University of Pennsylvania; Dean Pruett, and Philip Lichtenberg of the School of Social Work were the final participants in the Edu-

cational Goals series.

Mr. Lichtenberg's basic point was that discipline, coming both from the student herself and from the academic atmosphere, is perhaps over-emphasized at Bryn Mawr. Too much stress is placed on self-possession, diligence and hard work, not looking foolish, and preparing for graduate school, when, as a matter of fact, in order to grow and learn to think, it is necessary to be open to a varied inflow of ideas from all sources, and to be free from a constant striving towards and commitment to a single goal like graduate school, or a career.

He finds that Bryn Mawr may (Continued on page 7)



Mrs. Pruett, center, speaks on role of counseling at concluding session of the Educational Goals series.

## Omnipresent Harmony Disturbs Observer of Bryn Mawr Life

PART I: THE PROBLEM

The following article, to be followed with a sequel next week, was submitted to the NEWS in response to the Educational Goals fervor on campus.

by D. E. Bresler  
of the Psychology Dept.

Linus, in the comic strip "Peanuts," is hopelessly addicted to his blanket, an unending source of comfort and gratification. He knows that he must give it up in order to advance and grow, and so decides to surrender it to Charlie Brown, saying, "No matter how much I rant and rave, scream and yell, DON'T GIVE ME BACK THAT BLANKET!" Charlie Brown agrees and takes the blanket. A few minutes later, Linus returns trembling and screams, "I've changed my mind! I GOTTA have that blanket! Give it back to me!" "Okay," says Charlie Brown dumbly and hands him the blanket. "Good grief, Charlie Brown," Linus exclaims, "you're even weaker than I am!"

In much the same way, society when enlightened knows that it must give up its blanket of secure conformity, and thus establishes a university in order to experiment for advancement. When society later becomes hesitant and does an about-face, the university must NOT yield to the impulsive demands for the return of the blanket. As I see it, the readiness with which college administrators succumb to external pressure has been a major cause of recent student uprising such as occurred at Berkeley. The problem is quite different at Bryn Mawr, for here, the university has neglected to even TAKE the blanket of contemporary society. There is little if any current academic or social experimentation at Bryn Mawr, with the result that it does not lead society forward, but merely mirrors it. In this first article, I would like to analyze what is, I believe, a basic problem: the conformingly dull atmosphere which stifles the entire Bryn Mawr community. Next week, I plan to describe in detail what I think can be done to correct it.

Most of us will agree that the aim of education consists not in the mere acquisition and parroting of facts and concepts, but rather in the analysis of information, evaluation on the basis of normative standards, and the synthesis of a point of view -- in short, as Mr. Bachrach has said, in "teaching the individual how to teach herself." I would, however, go much further and state that the aim of Education (with a capital E) is to AWAKEN and develop to the highest degree the capacity of the individual for original, creative and rational thinking, so that she may maximize her contributions to society while striving for ultimate fulfillment of herself as a human being. It must arouse and stimulate intellectual curiosity and engender in the individual the DESIRE for discovery. Education should develop the whole full person, not only intellectually, but morally, socially, physically, and spiritually.

Very few students receive this kind of Education at Bryn Mawr, and I find little if any commitment to it on the part of the faculty, administration or students. Instead, there seems to be a commitment to fit the rather static image of what Mr. Schneider has called "being Bryn Mawr." "Being Bryn Mawr," as I see it, is being intellectual, aloof, narrow, cold and selfish and, in the final analysis, DULL. Unfortunately, Education

as I define it is not "Bryn Mawr."

There are many reasons for this, and the blame must be shared by all elements of the community. President McBride is a most perceptive person and is unusually enlightened as far as college presidents go. I believe that she is able to sense potential conflict and can thus act in advance to avoid it so as to preserve the serene harmony which is omnipresent. Many universities strive unsuccessfully for this kind of harmony, but as ironic as it may sound, perhaps there is TOO MUCH harmony at Bryn Mawr. Too much harmony, like too much of any good thing, can be deadly, even among the faculty.

I would expect that divergent faculty interests would lead to productive public debate of critical educational policies. But the cold hard fact is that most faculty members simply don't care about the college community. As long as they receive adequate research facilities, good pay, substantial fringe benefits and reasonably bright students, they are quite content. Some realize their responsibility to "teach the student how to teach herself," and a few are concerned with bettering the college, but for the most part, faculty members, like the students, are content with "being Bryn Mawr." I've often heard students argue that "we must not alienate our excellent faculty or they'll leave." (A case in point is the self-scheduled exams controversy.) But I would seriously doubt that many faculty members would wish to leave. Teaching at Bryn Mawr is a pretty cushy job: the pay is relatively good (on a par with Princeton), the fringe-benefits liberal, few extra-academic demands, a pleasant geographical location, etc. For the most part it is too easy for faculty members to "get by" without fulfilling their responsibility to Educate the students. But it is even easier for students to "get by" without accepting the responsibility to Educate themselves. As long as a student meets narrow academic requirements and doesn't step too far out of line, she will receive her diploma.

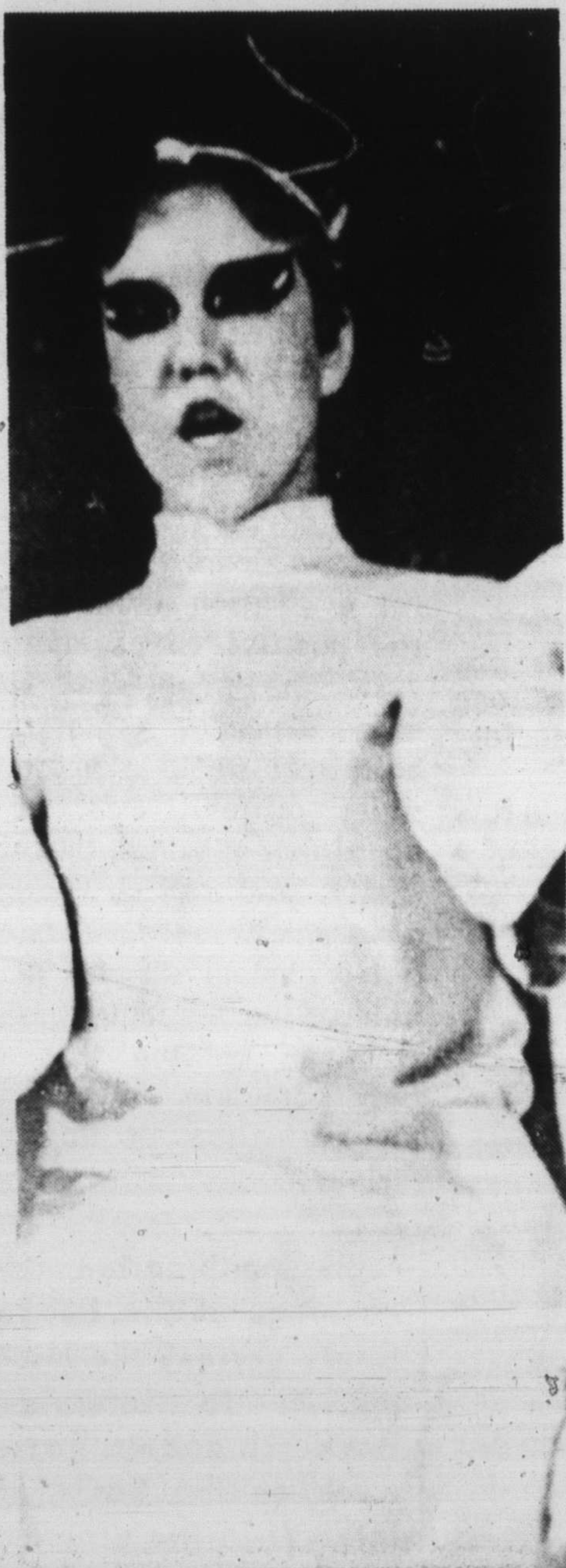
Some argue that the situation is indeed hopeless; only those girls who wish to "be Bryn Mawr" apply here or remain here; most of the more creative, extracurricular, non-conforming girls either apply elsewhere, transfer out, or get swallowed by those who "are Bryn Mawr." Although this may be true to some degree, I feel that the situation is far from hopeless -- that both students and faculty have the potential necessary to develop a vibrant, intellectual, and social ferment on campus.

I am not presumptive enough to claim that all I have said is true. I do not know all the facts or even most of them. This critique is merely how I personally view the problem on the basis of my somewhat limited experience here. I criticize only because I hope to do my share to make Bryn Mawr better than it is. The picture may not be as grim as I paint it. Certainly, there are students who DO become Educated at Bryn Mawr, but I feel that they are special kinds of people who would Educate themselves anywhere. I have analyzed the problem as I see it. Next week I hope to be more constructive in describing how I would go about correcting it.



# Junior Show

'Up in the Air or Down to Earth,' this year's Junior Show, presented an interplanetary quest for a mysterious star amidst the intrigues of a laboratory seeking a cure for the common cold. Members of the cast appear here in photos by June Boey, '66.



# Atrocious Puns, Fine Acting Add To Character of 'Up in the Air'

by Jay Martin Anderson  
Assistant Professor  
of Chemistry

After two years of rather pitiful drama at Bryn Mawr (or so it seemed to us), we were treated to the successful "Rotten to the Core" production of the Class of 1968 a year and a half ago. With eager anticipation we looked forward to this class' second production on October 7 and 8.

A meager audience greeted, and a late curtain rose on (why does it always have to be so?) the juniors' "Up in the Air or Down to Earth." We were not disappointed. The show was put together in unusually short time, but there was

no evidence of lack of practice and little of technical difficulty. To be sure, one could make some complaints. The plot was propelled in a somewhat stop-and-start fashion by a never-ending series of one-line jokes, including some atrocious puns. We might have asked for a bit more explanation of "the star," or perhaps a smoother introduction to the Gedolyan-Marmelinian crisis than the rather long introductory dialogue between Freem and outer space. We found that the insertion of reporters and admen gave more pathetic grief than comic relief; and, perhaps we hoped that The Dirty Girls' "Interpretive Dance" would more nearly match the unforgettable Three Muses of "Rotten to the Core." As for technical difficulties, this reviewer might suggest a bit more dry ice in IT.

But we were definitely not disappointed. The Gedolyan-Marmelinian technical and diplomatic crisis was cleverly presented point-and-counterpoint (or should we say pint-and-counterpint) with Roger and Margaret's romantic crisis by means of the recurring "Sentimental Duet," and a fugal dialogue between Freem and Margaret. Both music and choreography were well-planned and executed.

Of the principals, we espec-

ially commend Janet Kole as Dr. Witch, whose voice had just the right coarseness; Sue Nosco as Margaret Seabiscuit, whose unending series of properly overdone facial expressions underlined the properly overdone lines; and Robin Johnson as Alfred, Lord Tennyson, whose superbly vacant expressions complemented her superbly vacuous poetry. Finally, our praise goes to Judy Masur, who executed the Gedolyan Plan with finesse unmatched by even Don Adams; and to authors Kole, Ringel, and Fein and directors Siegel and Robbins for a splendid evening.

"Up in the Air or Down to Earth" was a harmless, Roaring-Twenty-ish (it reminded us of "The Boy Friend") story of uniting people for their common quest. One wonders if this approach really works in the sixties; perhaps so -- lots of things are possible if you've only had high school chemistry.

Biddly-Danka Fringa.

# Educational Goals Series Concludes

(Continued from page 4)

encourage students to lean on their academic excellence too heavily, and to develop a "mask of competence" which covers their inability to face their personal problems. Bryn Mawr, he said, is one of the few institutions that still believes that only the very disturbed individuals need to seek psychiatric care. Bryn Mawr students are "biased against a discovery of themselves."

Then Mrs. Pruett gave a short descriptive talk on the counseling opportunities available here.

Mrs. Emerson, from her vantage point of having been at a small residential college and now being at a large urban university, talked of the responsibilities of the college toward the student. She said the college could be either "in loco parentis in extremis" or, at the other end of the scale, concerned only with the students' ability to sink or swim in the academic world, or somewhere in between.

Her position was that dissatisfaction is inevitable, no matter how good a school is. To put it mech-

anically, any kind of interchange requires energy and produces friction. "Dissatisfaction is not unhealthy," she said, and "trying to make things better is what makes colleges alive."

The general feelings in the discussion groups afterwards seemed to concentrate on the "unreality" of Bryn Mawr life (as opposed to Penn) and the fact that it is "too insular."

Many students agreed with Mr. Lichtenberg about the kind of academic stress they are subject to and the lack of encouragement to discover things outside the academic world: "we always feel guilty when we are not working."

The separateness of the dorms was brought up and described, "it's like living in a sorority house where you haven't even been invited." There were complaints about the lack of a central place to go and talk being a very real physical barrier to increased interchange and communication, and therefore a barrier to a student's discovery of herself.

# BMC Sociologist Schneider Speaks On American City

(Continued from page 3)

racial riots. One of the most important forces acting to prevent the advancement of the Negro, he continued, is the white "nouveau riche," those who have recently advanced and whose precarious economic status depends on maintaining a tight monopoly of their industrial positions.

The third major problem facing American cities today, according to the sociologist, is the control of urban renewal by the power groups of the city. "These groups -- government agencies, large economic groups, universities, unions, ethnic groups, industrial and financial organizations -- try to design or re-design a city for their own purposes. They may well be in conflict with each other, and, more important, with the needs of the masses who inhabit the cities.

The problems of the city are deeply rooted, Dr. Schneider concluded, and little can be changed fundamentally as long as the underlying forces which produced them remain. If one is to change a city, though, "the place to start is with its political structure."

Rides to the Rosemont College R. C. Chapel will leave Rock Arch every Sunday at 9:35 A.M.

## HER CLOTHES LINE

"Bryn Mawr's"

AUTHENTIC

Campus Shop

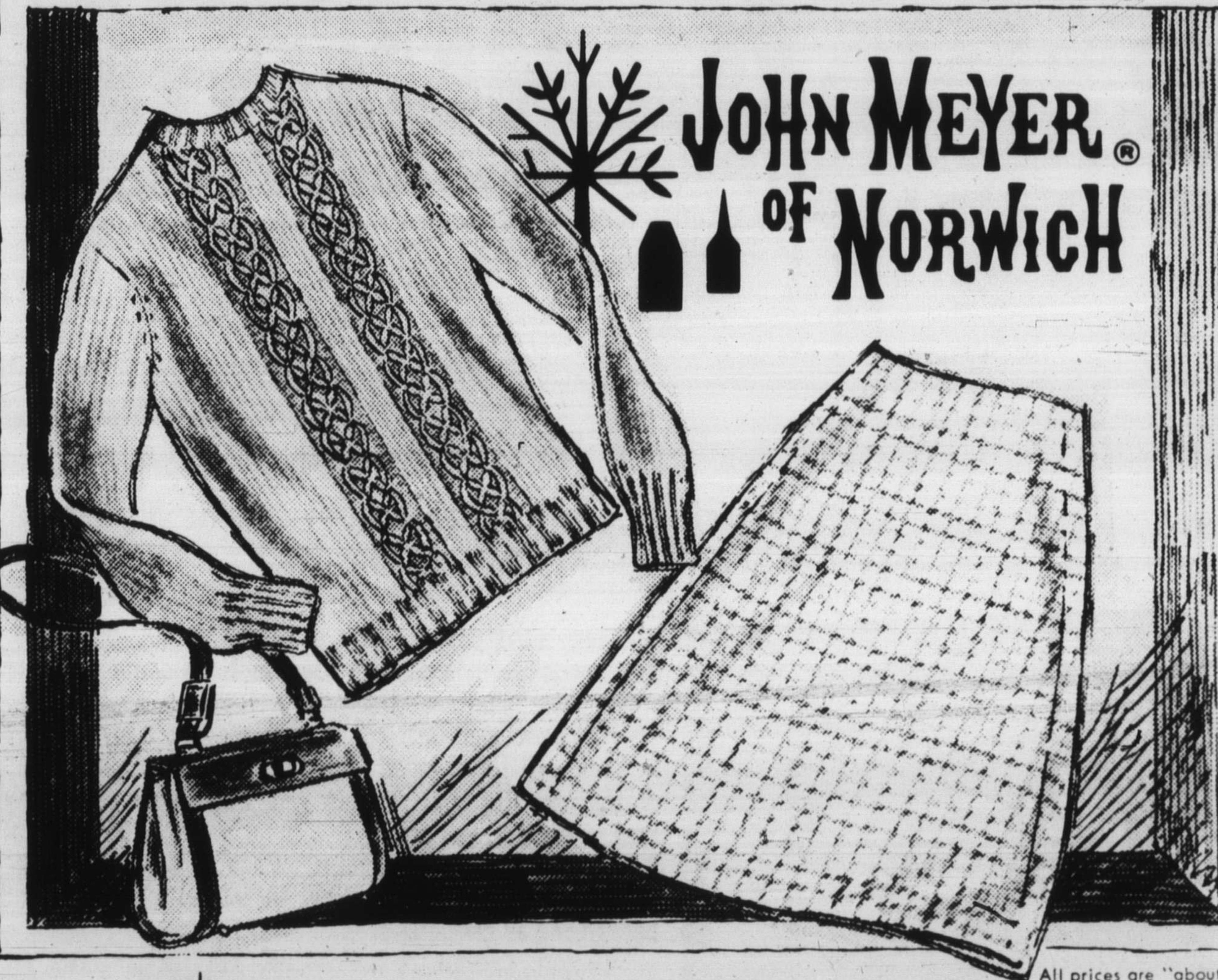
FEATURING

- Skirts
- Slacks
- Sweaters
- Suits
- Shells
- Dresses
- Earrings
- Coats
- Accessories
- Knee Socks

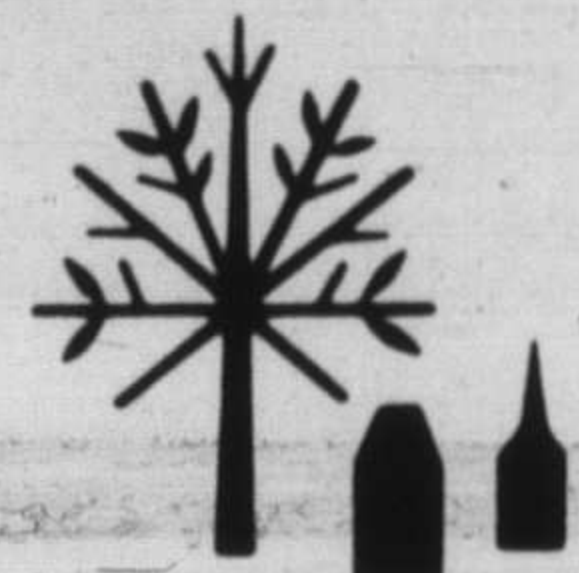
Located at

The New BRYN MAWR MALL

(Next to the Station)



All prices are "about"



Barometer falling... this John Meyer Bal Coat, splendidly cut, immaculately tailored in imperturbable Dacron® polyester-and-cotton, and colors that sing in the rain \$32. Matching Sou'Wester rainhat \$6. Ladder-cable poor-boy sweater in shetland \$18. The easy-going A-line skirt in district checks \$15. Shoulder bag in shetland and leather \$15. In red oak, barley, hickory, spruce, heather, skipper and ginger.

**GANE & SNYDER**  
834 Lancaster Avenue  
Vegetables Galore

**News Agency**  
Books Stationery  
Greeting Cards  
844 Lancaster Ave.  
Bryn Mawr, Pa.

**BRYN MAWR COLLEGE SEAL STATIONERY**  
With Dorm Address Imprinted  
**RICHARD STOCKTON**

Dating's Great With **COMP U DATE**

THROUGH THE USE OF ELECTRONIC COMPUTERS & COMPATIBLE CONTACTS

ALSO INCLUDED CLUB MEMBERSHIP PARTIES - TOURS - WEEKENDS WRITE FOR FREE QUESTIONNAIRE CLOSING DATE OCT. 31

**COMP-U-DATE**  
BOX 354, DEPT. B-M  
GLENSIDE, PA. 19038

# Idea, Purpose of Black Power Defended, Questioned by SAC

(Continued from page 3)

political science at Haverford, questioned the consequences of the Negro's self-assertion. He asked what would happen after the Negro, who constitutes 10% of the population, had established his own separate areas of influence.

Questions also arose over the issues of violence and non-violence. If "black power" is designed to uplift the human dignity of the Negro, how do riots, some asked, demonstrate that dignity? Some participants in the discussion favored love and education as better tools for the Negro in his struggle for human rights than violence.

Others saw riots as valid in awakening a particular community to the existence of discrimination and ghettos. They also felt riots were expressions of Negro frustration for which the white is largely to blame.

There was also disagreement over the Negro's attitude towards American society. Some people thought that "black power" shows

a Negro rejection of the values of white society. It expresses a desire to set up a new social ethic free from racist and economic oppression.

Mr. Waldman, on the other hand, thought that the Negro cannot reject the values of contemporary America until he attains them himself. The Negro riots not because he wants to destroy the status of the white man, but because he is frustrated in his attempt to attain the same kind of well-being.

## SAC Announces Draft Discussion

This Sunday, October 16, the second discussion in the seminar program sponsored by the Bryn Mawr and Haverford Social Action Committees will be held. It will take place in the Haverford Common Room at 4:00. Rides will leave from Rock Arch at 3:30.

The subject of discussion is "Conscientious Objection and the Draft." The ideas of pacifism and of non-cooperation with the military will be considered. John Cary, a Haverford German professor, who is also a counselor for Conscientious Objectors, will be a member of the discussion.

This seminar has been scheduled in conjunction with the "Draft Resistance Day" sponsored by the Committee for Non-Violent Action. The Committee will stage a protest Saturday, October 15, at the Selective Service Headquarters in Philadelphia. The program includes a demonstration at 11 a.m. and a rally with speakers at 12. For all those interested in participating, rides will leave from Rock Arch at 9:50 Saturday morning.



The Alumnae Office in the Deanery has a collection of Bryn Mawr lanterns, showing a variety of styles, some even seeming to include puzzles and acrostics in their design. The Lantern Night tradition began in 1897, when the sophomore class decided not to present the freshmen with lanterns during the afternoon of "Sophomore

Play" as was formerly the practice, but instead to have an evening ceremony, involving a procession from Pem Arch. The sophs wrote a special song for the occasion, and the freshmen answered with one of their own. The lanterns pictured above, from left to right, date from 1892, 1904, 1910, 1915, 1937 and 1949.

## A.A. Events

Sunday, Oct. 16

Clean Up Morris Woods, 2:00 - 5:00.

Sunday, Oct. 16

Sailing with Princeton. Contact Judy Thomas in Denbigh.

Tuesday, Oct. 18

Hockey vs. Drexel. Home - 4:00

## A.A. to Sponsor Clean-Up Project In Morris Woods

Athletic Association has taken up a new kind of physical activity. On Sunday, October 16, it is sponsoring a project to clean up Morris Woods, which are next to the Social Work School.

The idea came from a suggestion of Miss McBride (who often picnics there) that the woods could be improved if some of the underbrush and vines were removed.

This is Athletic Association's first work project and will begin at 2 on Sunday. Everyone is invited.

## Mr. Patten

(Continued from page 5)

Patten. It often brings the sick feeling that things can always be done better. Faith in the value of this occupation must take each student's limitations into account.

Yes, as Mr. Patten said, the student with a "C" in English who graduates with a love of reading books has participated in a process which will last all her life. She is worth more to him than the girl who makes better grades but considers them the end of the process.

LA 5-0443

LA 5-6664

## Parvin's Pharmacy

James P. Kerchner Pharmacist

30 Bryn Mawr Ave.

Bryn Mawr, Pa.

5X7 Enlargements of Freshman Hall Play and Fashion Show pictures

Available for \$1.00-\$1.50

See Display In Taylor

then contact

Marian Scheuer, Erdman

INSULATED FOUL WEATHER COAT DETACHABLE HOOD

SNUG MOISTURE PROOF FETCHING

## PEASANT GARB

868 Lanc. Ave. Bryn Mawr

1602 Spruce St. Philadelphia



MAGASIN DE LINGE LAWRENCE 5-5802 825 Lancaster Ave., Bryn Mawr, Pa.

"Coca-Cola" and "Coke" are registered trade-marks which identify only the product of The Coca-Cola Company

We admire your spirit, but you just don't fit into the team.



Coca-Cola is on everyone's team. That's because Coca-Cola has the taste you never get tired of... always refreshing. That's why things go better with Coke... after Coke... after Coke.



Bottled under the authority of The Coca-Cola Company by: PHILADELPHIA COCA-COLA BOTTLING COMPANY: Philadelphia, Pa.

MONDAY! SEE AMAZING DEMONSTRATION!

# SPEED READING

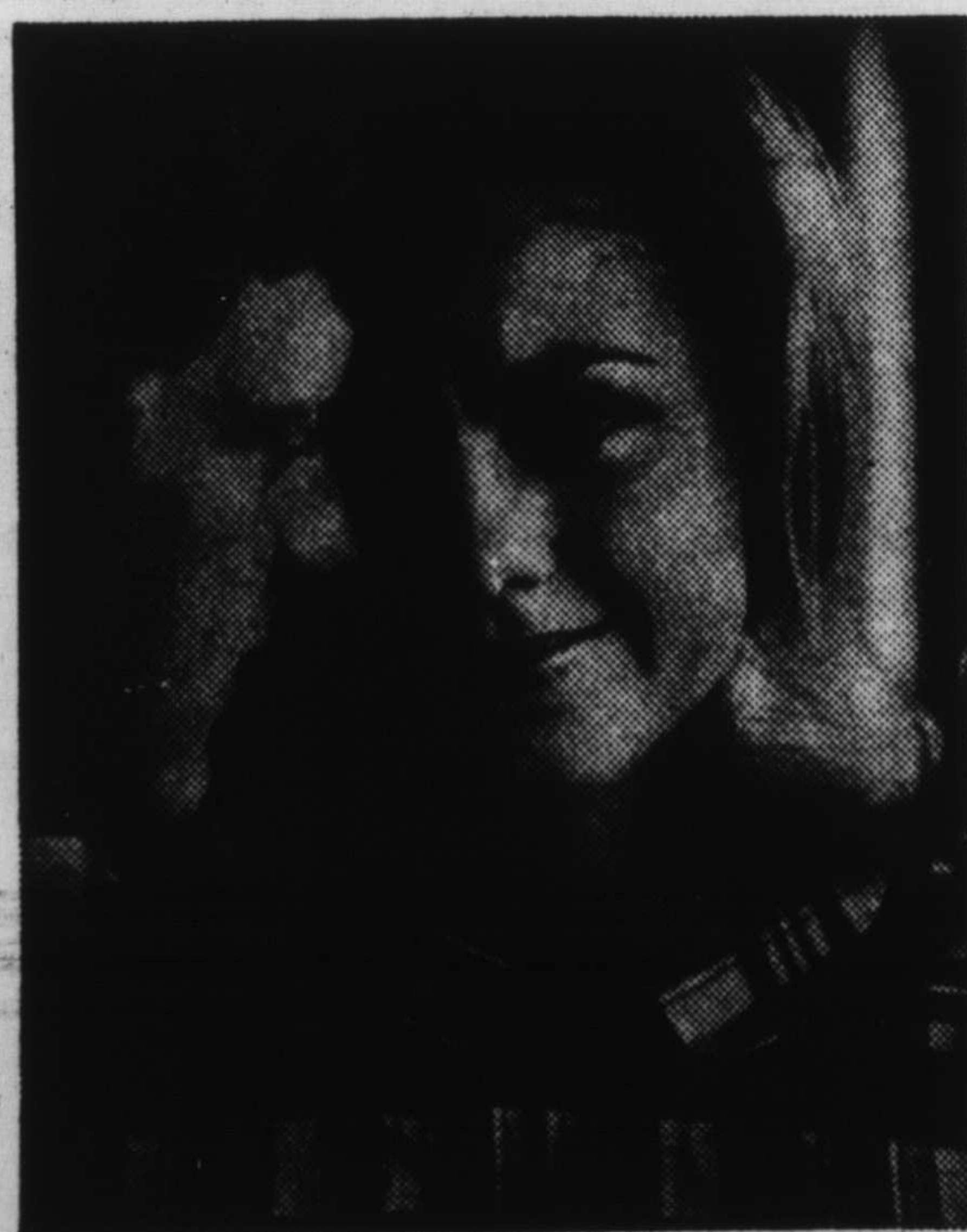
TV 48

MONDAY 10:30 PM

Mrs. Evelyn Wood\* will read a book as fast as she can turn the pages... then teach Alan Scott, Joe Early and the audience how to triple their reading speed with a 60-second drill.

\*Mrs. Wood is the founder of the world-wide Reading Dynamics Institutes that taught President Kennedy's cabinet, Mrs. Gandhi and over 200,000 others how to read an average of 4.7 times faster with equal comprehension and better recall.

Who is your ideal date? Thousands use Central Control and its high-speed computer for a live, flesh-and-blood answer to this question.



Your ideal date - such a person exists, of course. But how to get acquainted? Our Central Control computer processes 10,000 names an hour. How long would it take you to meet and form an opinion of that many people?

You will be matched with five ideally suited persons of the opposite sex, right in your own locale (or in any area of the U.S. you specify). Simply, send \$3.00 to Central Control for your questionnaire. Each of the five will be as perfectly matched with you in interests, outlook and background as computer science makes possible.

Central Control is nationwide, but its programs are completely localized. Hundreds of thousands of vigorous and alert subscribers, all sharing the desire to meet their ideal dates, have found computer dating to be exciting and highly acceptable.

All five of your ideal dates will be delightful. So hurry and send your \$3.00 for your questionnaire.

## CENTRAL CONTROL, Inc.

22 Park Avenue • Oklahoma City, Oklahoma