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Self Gov Surveys

Men-Rooms Rule

by Carol Cain

Members of the Self-Government Association's Executive Board conducted campus-wide student discussions at Bryn Mawr this week concerning the social and academic honor system. The Board members visited each dorm on a dinner-system schedule and distributed questionnaires about self-government to be completed by the students.

According to Jane Janover, President of Self-Gov, the immediate purpose for the discussions and questionnaires is to determine majority opinion of BMC students concerning the present interpretations placed on Self-Gov social regulations, specifically the provisional men-in-rooms rule and the unchaperoned overnight sign-out privilege. Jane emphasized that the poll would serve, not as an index for student opinion on individual moral behavior, but as an indication of how students feel about the BMC social standards written in the Self-Gov constitution as regards the responsibility of each member of that community to adhere to those standards.

Jane indicated that the impetus for the campus survey came from problems arising when students expressed dissatisfaction with so-

cial behavior in the dormitories as well as uses being made of overnight signouts. Interpretations of the men-in-the-rooms and overnight signout privileges, she added, have changed since original student legislation and approval by the Board of Trustees.

Self-Gov will announce the results of the student discussions and questionnaires, but no immediate action to change the existing constitution is anticipated, said Jane.

The questionnaire distributed to students by the Executive Board consists of four sections, headed Community, Off-campus, and the Role of Self-Gov, with questions about the nature of BMC as a social and academic complex, as well as the problems implied by a residential student community. Students were asked to state their attitudes toward community standards of behavior, whether or not they believed in privatism or student obligation to respect such standards.

The section on off-campus actions questioned the girls' attitudes toward her responsibilities to Bryn Mawr's reputation in the outside world, as well as the College's responsibility for the individual student while she is away from the campus.

Dennis Stern Chosen

"Freshman of Year"

Dennis Stern has been named Freshman of the Year by the Founders Club, an organization which honors students for extracurricular activities and academic achievement. At the same time, nine juniors and seniors were made members of the club.

Stern, a native of Whitefish Bay, Wisconsin, tentatively plans to major in psychology. His primary activities this year have been his show on WHRC and his active participation on the NEWS, of which he is currently serving as an associate editor.

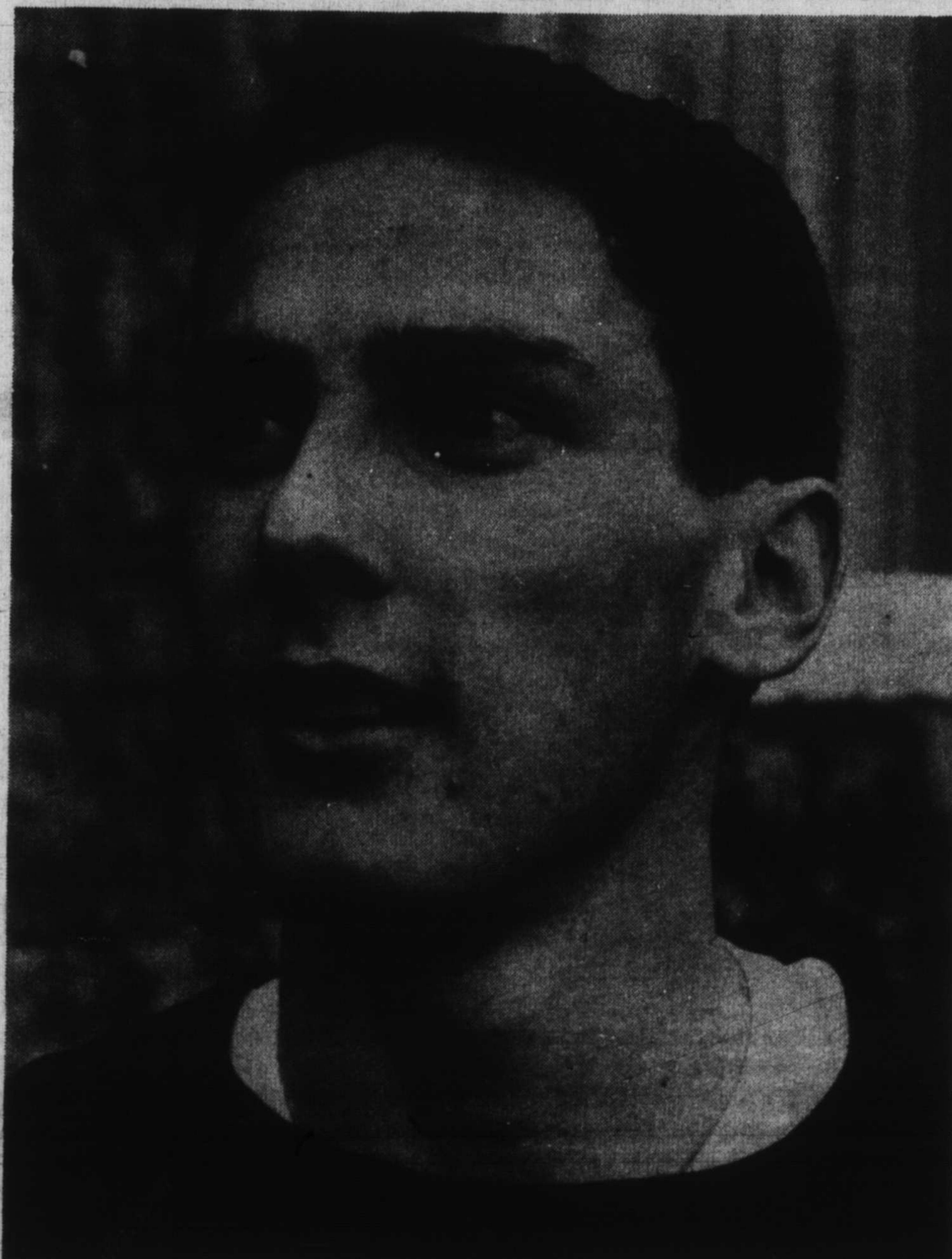
The Freshman of the Year award is given annually to an outstanding freshman who combines extracurricular and academic excellence. Last year the award was given to Chris Kopff.

Founders Club itself is a purely honorary organization, which meets once or twice a year and does very little actively. Already members of the club, chosen as juniors last year, are Joe Eyer, Alan Raphael, and Hunt Rawlings, who was also named the undergraduate secretary.

The newly-admitted seniors are Peter Barnett, Andy Balber, Dennis Carson, Kent Campbell, Clark deSchweinitz, Don Dodson, Ed Hazard, and Mike Punzak. Mike Bratman was the only junior selected.

Juniors and seniors are chosen for membership solely on two factors -- their academic record and the extent of their participation

in extracurricular activities, with juniors needing a somewhat better record to be picked.



Dennis Stern

Arrests End Escapades

Of H'ford May Day Raid

by Terry Jones

In the wee hours of last Friday morning, five Haverford students participating in the annual attempt to confiscate Bryn Mawr maypoles were arrested, taken to the Merion police station, and fined a total of \$306. The arrests came in two separate installments.

Installment I

"We were setting off firecrackers at Bryn Mawr," said Ed Sleeper, one of the students arrested, "Cherry bombs."

"There was nothing terribly exciting going on," he continued,

"so we started back about 11:45. On the way back we were picked up by Rakove, and we went back to Bryn Mawr. We wandered around and watched for a while."

Sleeper then explained that he and Tom Forehand again started back toward Haverford. They were joined by four other students and soon afterward by Spence Hipp.

The seven were proceeding down Lancaster Pike when a police car stopped them about a block before they had reached the Blu Comet. The policeman emerged from the car and said that he wanted to talk

to them. At this point, Sleeper quickly, clandestinely, discarded the three firecrackers in his possession.

"The cop asked if we had any firecrackers," said Hipp. At this point, the officer searched Sleeper and found none. When he searched Hipp, however, he discovered eighteen firecrackers.

"While he was talking," Hipp continued, "another police car pulled up. The driver got out. The first policeman called the station. Meanwhile, the other was just looking around on the ground. He found

SCLC Leader Speaking

At BMC Baccalaureate

The Rev. Dr. Martin Luther King, Jr., will deliver the sermon at this year's Baccalaureate Service, which will be held at 6:15 p.m., Sunday, May 29. Miss McBride's office has announced that Dr. King, who has recently been touring Alabama preliminary to the primary elections there, will definitely come to Bryn Mawr unless unforeseen circumstances at the last minute prevent his so doing.

Dr. King, head of the Southern Christian Leadership Conference and Nobel Peace Prize winner, was invited to Bryn Mawr graduation activities two years ago. Political events in Washington in May of 1964 made it impossible for him to come.

The invocation at the Baccalaureate Service will be delivered

by Henry J. Cadbury, Chairman of the Board of Directors of Bryn Mawr. A Psalm will be read by Cantor Frank B. Ruben, Executive Director, Central States Region, Zionist Organization of America, father of Marjorie Ruben, '66, this to be followed by Dr. King's sermon and a benediction said by the Right Rev. Beverley D. Tucker, retired Bishop of Ohio and grandfather of Tollie Drane, '66.

Also scheduled for the 29th is Garden Party, which will take the form of a tea given on Wyndham Green, 3-5:00 p.m.

The Baccalaureate Service will be followed, on Memorial Day, Monday, May 30, by the actual Commencement ceremony on Wyndham Green, at which President Robert Goheen of Princeton, father of Trudie Goheen, '66, will deliver the Commencement address.

Seats for approximately 1100 people will face Erdman. The front of the seating arrangement will duplicate that of Goodhart Auditorium, but seats will extend back past the College Inn and over onto Wyndham lawn. The orchestra will be gathered on the College Inn porch.

This year is Chemistry Professor Joseph Varimby's first as Faculty Chairman of Commencement. Miss Mary Gardiner of the Biology Department retired last year after serving in the post for many years.

President of the Senior Class Caroline Willis has yet to finish choosing the 46 marshals and ushers who will take part in the procession at Commencement. As yet, only the Diploma Marshals, traditionally the heads of Undergrad and Self-Gov, have been definitely named. These are Margaret Edwards and Jane Janover.

Council Statement

The Haverford College Students' Council questions the wisdom of the Bryn Mawr College Administration's use of Lower Merion Township police to patrol the Bryn Mawr campus during last weekend's festivities. If Bryn Mawr College is so intent on keeping Haverford students off their campus at this traditional time that it is willing to subject Haverford students to the arbitrary control of the township police, this should be made clear to the Haverford student body. If, however, their intent is not to destroy what has become a traditional part of the May Day celebration, we suggest that any guards Bryn Mawr College feels are necessary should be privately-hired ones. These would be able to prevent Haverford students from actions Bryn Mawr considers undesirable, without subjecting students to arrests and heavy fines. We strongly urge the administrations of Bryn Mawr and Haverford, if they are interested in not subjecting students to the local police force, to jointly finance such a procedure.

three firecrackers and asked whose they were. Ed admitted that they belonged to him."

According to Sleeper, the policeman next asked them where they had been. They said they were coming from Bryn Mawr.

Sleeper here interjected that it was stupid of them to have admitted that, and more stupid still for him to have confessed that the firecrackers were his. Since Hipp had already been caught, he said, it would have been simple to say that the three discarded firecrackers were his.

"The cop told the other five to go to the Comet and then back to campus," said Hipp.

The policeman ushered Sleeper

(Continued on page 16)

The Bryn Mawr COLLEGE NEWS and the HAVERFORD NEWS staffs have collaborated on this special issue for the purpose of evaluating bi-college coordination as well as to facilitate complete May Day coverage. The symposium found on the inside pages is the gesture of the two newspapers to the atmosphere of joint endeavors which characterize Haverford and Bryn Mawr.

Editorials

Student Arrests

What dire offense from am'rous causes springs,
What mighty contests rise from trivial things . . .

There has been considerable discussion regarding the arrests last week of five Haverford students involved in the traditional Maypole Raid. In their defense, a number of sympathetic comrades have seized this opportunity to level diatribes against the inhumanity of the Lower Merion police as evidenced by the unnecessary severity of their actions last Friday morning. We fail to see justification for such an oversimplified argument.

To begin, there ARE legitimate grounds for protest against the manner in which two of the five students in question were searched and subsequently taken to the police station. The two students have reported that they were searched without a warrant; clearly, a legal violation. Irrespective of the situation, the police had no legal right to subject Spence Hipp and Ed Sleeper to the search which established their possession of fireworks. In consequence of the illegal search, it cannot be denied that the two arrests which followed were illegal. That the fines imposed by the court were not substantial enough to make pursuit of the issue worthwhile, does not erase the fact that the two arrests were obvious violations of the students' rights.

Whether the students were guilty or innocent of the charges is another question. As far as we can determine, all five arrested were no guiltier than the dozens of Haverfordians on or in the vicinity of the Bryn Mawr campus who remained unarrested. The arrests made, however, were no doubt "token arrests," standard police procedure in alleged "mob situations." It is a safe assumption, we think, that had these five not been arrested, others would very likely have spent the night in their stead in the cells. There are known cases of students apprehended for actions that were plainly grounds for arrest who were allowed to go free (e.g., the case of the student elsewhere referred to in this issue as Lancy Paxon).

As to the complaint registered concerning police brutality--the indiscriminate and unmeted use of billy sticks--we find it hard to believe. Again, use of the clubs commensurate with the situation is standard procedure. To date, we have received no reports of minor, much less serious, injuries inflicted by policemen on Haverford students. If, indeed, an arrested student was handcuffed, the arresting officer may well have been remembering the numerous occasions on which apprehended students, noting an opportunity, have escaped. The monumental example from the history of Haverford tomfoolery is the incident where one captive Haverfordian not only attempted escape but made, moreover, a valiant effort to confiscate a squad car while escaping. Hmmm? Why, then, should Clancey hesitate to handcuff the unlucky Haverfordian? He won't die, it's not poison.

In addition, it has always been our impression that one of the major objectives of the traditional raid is to outwit the police and the Burns guards. Participants could not have been so naive as to believe that there was no risk involved. That five students were arrested is unfortunate. That they were compelled to bear the brunt of consequences for what was more or less a College raid is still more unfortunate. The NEWS proposes that a collection be taken on the Haverford and Bryn Mawr campuses to pay--if not in full at least in part--the fines imposed on the five students.

But any contention that the actions in general of the police force in the 1966 Maypole Raid were unjust is virtually without basis. We have already noted the single incident where protest is justified. Aside from that, we can find no reason for complaint. The five students will have local records of no real significance. Nearly all applications (for occupations, etc.) ask whether the applicant has ever been arrested for misdemeanor or felony, and the students' charges fall into neither of these categories. Moreover, should the students be asked whether they have ever been arrested at all, they will be able to qualify their answer by producing the letter given them by the judge explaining the trivial nature of the offense.

In addition to the example of this letter, there have been several notable examples of cooperation in the past on the part of the L.M. police: their unbiased intervention to maintain order when Professor William Davidson spoke in Ardmore, their promptness in rushing one Lloyd student to a local hospital, their aid in the investigation of thefts from students' rooms and faculty homes, and, above all, their non-interference in matters best resolved strictly within the Haverford College community.

Finally, one sweeping criticism needs to be raised against the Bryn Mawr administration: the seriousness with which they seem to view May Day is out of place. Given this inane attitude, however, they have a perfect right to ask aid from the local police to protect their beloved maypoles, having no effective security guard of their own. In sum, Bryn Mawr's tradition is too silly to be taken seriously, and so is Haverford's. Haverford recognizes this, whereas the Bryn Mawr administration is apparently blind to the fact.

Letters to the Editor

Villanova Reply

To the Editors:

I spent last Friday night studying in your excellent library and came across a copy of your not-so-excellent newspaper. I am a Villanova student; I write to protest mildly the inanities uttered by Tom McCafferty, as quoted by Dennis Stern in his page one article headed, "Transfer Students Cite Reasons for Switches."

But, first, I think the whole article reeks of self-congratulatory pettiness, particularly the comparisons to Columbia, Harvard, and Brandeis. It was as if the editors were plagued by insecurity concerning the status of their school, and believed that status to be enhanced by a recitation of the reasons cited for transfer by these isolated individuals. Gentlemen, your standing as an institute established for the pursuit of excellence can be nothing but demeaned by articles like these.

Superficially, and in broad general terms, what McCafferty says is at least partially true. I am still unable, however, to justify his transfer.

McCafferty perceives that Villanova possesses: 1) a party atmosphere; 2) complete lack of interest in academics; 3) students who work only for grades; 4) students who dump on Haverford; 5) professors who do not respect independently-thinking students; 6) professors who are disgusted with the academic apathy.

He also cited Haverford's smaller size and better reputation (presumably academic) as further reason for his switch. These latter two are unquestionably true, though, again, one might question whether they are sufficient cause for transfer.

One must at all times remember that Haverford and Villanova, broadly conceived, are designed to serve vastly different student bodies. Generally, Villanova services the Catholic middle class, while Haverford draws its students from a considerably more cultured and wealthy background. Villanova's entrance requirements are significantly lower than Haverford's, thus resulting in a Haverford student body not only more "socially acceptable," but more intelligent on the whole. These facts determine the college in question, again broadly defined.

I submit that all of McCafferty's remarks are true only in reference to the GENERAL student body, or (in two instances), to the GENERAL faculty.

But McCafferty is presumably an individual, one who does not absorb his personal identity from those immediately around him. He should be able to resist any mongrelization if he wishes, but I suggest that if he did, he's missing the point of education.

Perhaps what I'm trying to say is better indicated by the preface to one of Kierkegaard's essays, in which he quotes Lessing to the effect that man's goal is not the truth, but the persistent striving after truth.

Students at Haverford have it made. They have sympathetic people all around, to coddle and protect them from the harsh light of intolerance. At Villanova the articulate intelligentsia are a distinct minority. Our identity is fired in the furnace of a sometimes-hostile and always-suspicious atmosphere. We have experience in dealing with a great amalgam, for our student body includes those who could easily qualify for Haverford to those who do not belong in any college at all. This amalgam promotes a better understanding of human nature, and hence a better understanding of self. It inculcates an ability to adjust to adversity, something all of us must acquire. In short, student life at Villanova involves a much larger component of striving for those perceptive enough to realize its existence, and those strong and wise enough to translate it for their own personal development (unlike the woeful McCafferty).

But perhaps my previous remarks have unnecessarily indicted Villanova as an academic institution. Though unquestionably the average Haverfordian faculty member is a better scholar and teacher, I suggest that the large size of the Villanova faculty makes it easy to construct a program incorporating professors and courses as good as, if not better than, those at Haverford. I further suggest that several of our departments (though I hesitate to make comparisons like these) are, on the whole, decidedly superior to those at Haverford. Though there are others, I will mention only the most important, Philosophy.

Finally, Villanova's large size affords her distinct advantages which, alas, even Haverford cannot match.

We have more colleges and more courses. One may choose electives that simply do not exist at Haverford.

Our extra-curricular life is substantially larger and more diversified, catering to a wider range of interests, and hence providing a more meaningful adjunct to the academic life.

Our greater resources and larger size enable us to attract orchestras such as George Szell and the Cleveland Philharmonic, speakers such as Martin Luther King, folk groups such as Peter, Paul

and Mary, politicians such as William Buckley, commencement speakers such as Arthur Goldberg and philosophers such as A. Hilary Armstrong of the University of Liverpool.

Under miscellaneous, our Intercollegiate Jazz Festival is the best in the country and our Graduate Theater is the equal of almost any on the eastern seaboard.

And our social life is without a doubt superior to that of Haverford's, from the before-concert cocktail party to the inter-fraternity bash at Aquarama. Recall, please, that four of your seven transferees explicitly listed the better social life at Haverford as one of their reasons for switching.

In conclusion, then, it is obvious that Haverford and Villanova are different, but they are designed to be different. Haverford tries to steal maypoles from Bryn Mawr, while Villanova marches on Rosemont. A distinct minority of Haverford's sheltered student body seek their adjustment to adversity in extra-campus activities, such as work among the poor and disadvantaged. The minority of Villanova who are Haverford's intellectual equals also seek their adjustment to adversity outside the campus, but without the "surcease of sorrow" to which to return, provided by a protective (and perhaps unrealistic?) college atmosphere.

Each school has its advantages; neither should throw stones at the other, whether indirectly or directly. I ask you to print this inordinantly long letter (for whose length I apologize) without editing to enable your excellent student body to form a more correct and more intelligent impression of Villanova than that provided by the unfortunately oversimplified and incomplete remarks of Mr. Tom McCafferty.

Jeff Radowich
Villanova University

Men in Rooms

To the Editors:

Evidently a number of girls have been acting indiscreetly or offensively in regard to the men in the rooms privileges at Bryn Mawr. This is a serious problem, especially since these privileges are greatly jeopardized if such behavior continues. This aspect of the problem and the responsibilities of students and administration will be thoroughly discussed in the dormitories, and I would like to discuss a problem which I think is even more important than the behavior which is causing all the furor. This problem is that many girls have gone directly to the dean with reports of objectionable activity, instead of going through the self government channels. The proper procedure would be to speak to the girl, the hall president, and if necessary to the executive board of self-gov. The warden, the dean, or the president of the college are not the people to speak to unless the problem is ignored by all of self-gov, which is unlikely to happen.

In going to the administration rather than self-gov, girls are jeopardizing much more than the men in the rooms privileges; they are jeopardizing the effectiveness of self-gov. While the concern of the administration in this problem is certainly justifiable, the behavior of those who went to the administration before self-gov is not at all justifiable, and is a problem which self-gov should emphasize as much, if not more, than those problems regarding men in the rooms. Furthermore, it was up to the dean to take note of the complaints which were brought to her, but also to inform the girls that the complaints must be brought to self-gov. I do not know if this was done.

The only strength our self government system can have lies in the ability of the members to deal with problems within the system. Taking problems to the administration as a first measure is extremely irresponsible.

Nora Clearman, '67

Indifference

To the Editors:

It is a pity that Dennis Carson knows so little about the "new left" both because it is something which he ought to be informed about for its own sake and because, when he undertakes to speak on this subject before an audience, he ought to feel enough responsibility to that audience to know what he is talking about. But his ignorance on this subject is certainly much more forgivable than his apparent indifference to the great suffering that exists in the world and to the nature of a society that permits or causes much of that suffering. This indifference was clearly shown in Mr. Carson's collection speech by his callous, flip tone and his willingness to exploit any issue, however serious, merely to get a few laughs. Haverford certainly needs students with more of a sense of humor, but not of Carson's kind.

Steven Gerber
Bill Phelps

Alinsky States Unethical Methods Justified If Alternatives Limited

Sophs Choose Majors; Social Sciences Gain

by Nora Clearman

Saul Alinsky, speaking at Bryn Mawr Tuesday night, managed to provoke some of the controversy he is noted for.

The objectives of his organization, the Industrial Areas Foundation, are based on the American Dream, as conceived of by the Founding Fathers -- to make sure that no sizeable group is denied economic opportunity or political power. The object of his group is to organize on a mass level, organization being the basis on which man, from earliest time, has had the power (ability) to do those things he has wanted to do. In organizing a community, the group waits to be asked, for he feels it has no right to go into any community and say "we're here to help you." This is no more acceptable in a poor ghetto than it would be in the Main Line.

The largest issue which Mr. Alinsky discussed was that of the kind of tactics he uses, which is the most controversial aspect of his work. He said that when there are innumerable means possible for achieving a goal, one can afford to choose the most ethical, the most acceptable means. However, if there is a limited number of means to achieve a goal, one may be forced to use means that may be considered unethical or may even be the tactics employed by the enemy you are fighting. However, as long as any means are available to achieve certain aims, it is justifiable to use those means. He drew an analogy with people who during the second world war said that we should not "stoop" to using the tactics that Hitler used, while meanwhile six million people were being incinerated. He severely criticized such people, whose attitude is "we like your aims, but disapprove of your means, so we shall have to oppose you." Another point he made was that when he is fighting a battle, he must at times ignore the good that comes from the same source he is fighting, so that he can commit himself fully to winning that battle. While Alinsky may have appeared to be saying that any means are justified by the ends to which

they are applied, I think that what he was trying to express is that when a battle is to be fought and won, means with which to fight it may not be "nice" because the means of those who do not have the power to act are very limited. It is too intellectual and unrealistic to say that it is degrading and unethical to use the same tactics that are used by the opposition.

While a large part of the audience seemed to agree with much of what Alinsky said, many were disturbed by his discussion of ethics. Other problems were that Alinsky did not give an idea of the issues which he is generally committed to fighting, and that he did not speak of the specific

tactics his organization uses in mass organization. We would have liked to have had a better idea of just what they do, in a real physical sense, to achieve mass organization.

Alinsky was dynamic, partly because of his manner, but also because he is able to do what he sets out to do. I think this adds a great deal of weight to his discussion of means; he has shown that when he sets out to win a fight to give a sector of people political power, he can win it, so that the tactics he uses are certainly effective. Alinsky showed that the reasons his tactics are so often criticized is because he has no other "nicer" alternatives.

Newsletter Will Publish Intuitions and Platforms

Irving's Armchair, according to editors Paul Breslin and Don Dal Maso, is a new publication aimed at English students and faculty, intended for a discussion of "goals and attitudes in English studies at Haverford." The Students' Council is supporting the venture.

Plans for I.A. include articles by faculty members, installments from a round-table on specific classroom problems, a survey of Freshman reactions to the required English courses, articles on "the student performance," "professional needs," and individual grand intuitions regarding the form and function of the discipline.

The newsletter will publish again this week. One editor dismissed initial criticism of I.A. and regretted having from the critics little fit to print. "We don't want or need a consensus to write about the classroom and our place in it," he said. "Our motto is, Blessed are they who raise questions. We are asking people about an old, lurking Haverford attitude toward English studies as boring, in-bred or unsubstantial. The attitude exists and so must some reasons for it; with I.A., we are trying

to be realistic about something that is vitality important to us."

"I.A. may be just another student melodrama or a real forum," he continued. "The response determines this. Its creation points out one major question: to what extent do students share in forming the grounds of their own intellectual and emotional development?"

Members of the Haverford sophomore class have chosen their major fields. Departments which showed the greatest gains were English, Political Science, and Psychology. Twenty sophomores elected to major in History, compared to last year's twenty-six. While none of the present juniors are double majors, three students in the present sophomore class have chosen double majors and two, interdepartmentals.

The distribution of majors in the three fields of interest is roughly proportional to that of last year, the natural sciences losing ground slightly.

Geology, History of Art, and Italian have their first majors in three years, while no sophomore chose to study Engineering.

Distribution of the present sophomore majors is as follows: 44 in the humanities, 29-1/2 in the natural sciences, and 62-1/2 in the social sciences. The number of majors for this and the past two years follows:

Department	1968	1967	1966
Archaeology	0	1	0
Astronomy	1/2*	0	1
Biology	6-1/2**	5	11
Chemistry	9	11	4
Classics	2	5	5
Economics	9-1/2*	6	5
Engineering	0	1	1/2**
English	18-1/2**	13	14-1/2**
Geology	1	0	0
German	1	0	1
History	20	26	21
History of Art	1	0	0
Italian	1	0	0
Mathematics	5	5	5
Music	2	3	1
Philosophy	10	7	3
Physics	7-1/2*	7	6-1/2**
Political Science	15* **	9	13-1/2**
Psychology	11	5	5
Religion	6**	4	3
Romance Lang.	2-1/2**	1	3
Sociology	7	7	3

* Interdepartmental major
** Double major

LA 5-0443 LA 5-666

PARVIN'S PHARMACY

James P. Kerchner Pharmacist
39 Bryn Mawr Ave. Bryn Mawr, Pa.

BRYN MAWR'S NEW SMART EATING PLACE KENNY'S

24 N. Bryn Mawr Avenue
LA 5-6623-4 Night Deliveries



SHE: Look, isn't your mother's peace of mind worth 45c?

HE: I'm not sure.

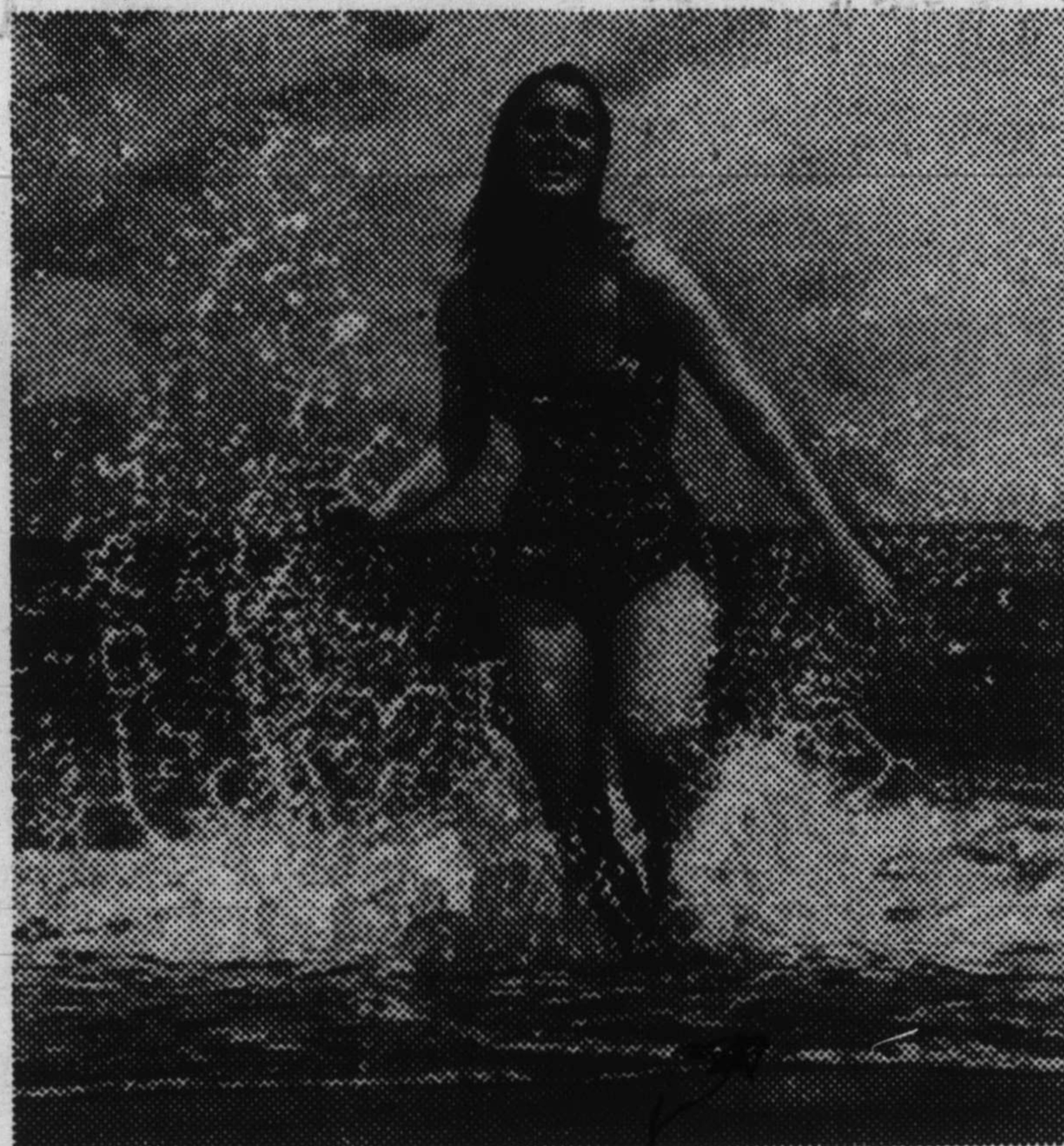
SHE: O.K.—then call collect.

Some things you just can't put a price on—but do phone home often. Your parents like to know that all's well.

The Bell Telephone Company of Pennsylvania



Take your good time going home.



Fly half-fare on Eastern via Florida.

Florida swings in the spring—but it really swings in the summer.

Lower off-season room rates are in effect. And Eastern will take you to Daytona or Ft. Lauderdale or even Miami for half-fare.

So take a detour and enjoy it on your way home. Or go home first and down to Florida later.

Just use your Eastern Youth ID card, or similar card from another airline. If you don't have such a card, it's a snap to get one—provided you're under 22 and can prove it. For the specifics, stop by a Travel Agent or any Eastern ticket office.

Once you have your card, you can get an Eastern Jet Coach seat for half-fare. You can't make an advance reservation. But if there's a seat available at departure time, you can fly to any Eastern destination within the continental U.S. including Florida.

EASTERN NUMBER ONE TO THE FUN

Less Administration for More Cooperation

Martin Oppenheimer has taught at both Bryn Mawr and Haverford. He argues for the establishment of a democratic education beginning in the operation of the classroom itself. His ideas include radical changes in "elite women's colleges."

Beyond the trite and the obvious comes the controversial; so that if I say I have had two great years at Haverford and Bryn Mawr and have the warmest respect and regard for the students at both institutions, that is trite, though true. And if I add that students at both institutions are being cheated to some extent in their education, that is obvious -- for where is it not so?

For me there has always been a contradiction between declarations of the value of democratic education on the one hand, and the autocracy of most classroom situations on the other. My classroom is a contradiction as much as any (note: I say MY, not OUR, which would be more proper). Last summer, in an Institute for public school teachers of "culturally disadvantaged children" which I helped to staff, I was exposed for the first time to some ideas which go under the heading of "student-centered teaching." This is a relatively non-directed system in which the teacher acts primarily as a resource, and in which students have to become fully involved in planning the direction and content of the course. For the first time I sensed that the contradiction wasn't necessary. For the purpose of teaching across cultural lines such a system is indispensable, as those with experience in the Southern Freedom Schools know; it is participatory democracy in the classroom. I believe this system to be just promising at the college level, though I can't go into this in the space provided here.

Open-Ended Education

But such a system assumes a certain kind of goal for education: not primarily the learning of techniques or skills with which to earn a living (including earning the grades to get to graduate school), which can best be done

Theatre, Music Group Interaction Aims for Enrichment in the Arts

Lynne Meadow, President of the Bryn Mawr Arts Council, reviews the current extent of coordination in artistic endeavors, which aim for cultural enrichment.

The artistic activities that occur on the Bryn Mawr and Haverford campuses have become increasingly more coordinated in the past years. Progressing from a core of groups that were established as bi-college activities, we now enjoy combined participation in cultural traditions formerly restricted to one campus. The joint efforts that have produced more successful events indicates the growing desire to expand and combine artistic opportunities. There would seem to be two major reasons for this increased coordination. Bi-college cultural activities provide a healthy way of meeting members of each campus. Instead of limiting social events to mixers, students can now feel free to meet people on a basis of mutual interest. The atmosphere of working, for instance, on a College Theater production is certainly conducive to mixing and is much less tense than being shipped over to Haverford for a mixer.

The Bryn Mawr-Haverford College Theatre, Orchestra and Renaissance Choir were among the groups originally established as co-ed activities. Stemming from these are events such as Haverford Class Night, Bryn Mawr Arts Night, and Dance Concert, all of which were not originally designated bi-college activities. Casting Bryn Mawr girls in this year's Class Night not only made rehearsals more enjoyable but also seemed to eliminate much of the off-color humor often characteristic of these plays. Bryn Mawr has made equal use of Haverford talent for its traditional activities. Not only did Haverford students play in the band for Junior Show but many "male" technicians were on hand to help the freshmen with their show in February.

The Bryn Mawr Dance Concert now includes a substantial and talented number of Haverford dancers.

in a barracks; nor the acquisition of what Veblen once called "substantially useless information" serving as an index to conspicuous consumption and hence status among our elites, but rather learning about one's self, one's relationships to others, and to the world around, and what (if anything) to do about it. It assumes that education is open-ended, which is what I mean by democratic education.

This brings me to another point, the unfortunately continuing inferior status of women in our society. The women's colleges were set up originally for reasons not very different from Negro colleges: since women could not enter the men's schools, it was thought that separation might lean eventually to equality. In different ways, neither the Negro colleges nor the women's colleges have succeeded in attaining equality, for separation is inherently unequal, as was pointed out by the Supreme Court in 1954.

Matriarchial Bureaucracy

The women's colleges, precisely because of their separation, suffer from a culture lag which finds them continuing to train young ladies to be indices of their future husband's status, a practice fostered by their cloistered, classics-bound existences. Thus the paradox which finds matriarchies founded on the proposition of equal rights for women blocking real equality of education by refusing to integrate--understandable, alas, for matriarchs tend consciously or unconsciously to perceive males intruding into their domain as threatening in various ways. The matriarchal bureaucracy and its relationship to the inferiority complex is a social-psychologically neglected subject to date, but it can perhaps be suggested that true equality can be attained only by true integration.

The elite colleges generally continue a segregated existence. Not only are many segregated sexually, absurd in trying to educate for the reality of today, but

This coordination increases attendance to a worthwhile presentation and also provides a fine outlet for Haverford students who have no formal dance club of their own. The Bryn Mawr Arts Night is also combined with the creativity of both schools and encourages experimental presentations in an unlimited realm.

Arts Night, Class Night, Dance Club, and WHRC are activities officially belonging to one or the other school. Yet there is a reciprocal agreement that seems to invite bi-college participation and attendance. Each school retains its individual clubs and still interaction is comfortable and welcome. The combined College Calendar certainly indicates the interest in knowing about the other campus' events, and why not? We each have artistic facilities and we should feel free to take advantage of all available opportunities. Perhaps a more coordinated Art Series is next on a list of possible improvements.

Lynne Meadow
President of Arts Council
Bryn Mawr College

Martin Oppenheimer
Lecturer in Sociology
Bryn Mawr College

Wanted: More Coeducation

Joan Cavallaro, President of the Curriculum Committee at Bryn Mawr, points out differences in orientation between departments at Bryn Mawr and Haverford, and views the possibility of Bryn Mawr students' being permitted to major at Haverford.

Haverford and Bryn Mawr have been working towards more and better academic coordination over the past years. An increasing number of students from each college are taking courses at the other school each year. Our Economics Departments are coordinated; the Political Science course offerings of the two colleges are in many instances complementary; alternating courses in the Humanities are often arranged with the other college in mind, so that a course not offered one year at one school may be supplemented by a course given that year at the other. The mess-up of this year's college calendars showed the importance of bi-college cooperation.

In short, it is becoming more and more obvious that both colleges have only to gain by coordinating their facilities more closely and by working towards mutual academic goals. How else, one is often asked, can small colleges keep up with the larger and co-ed universities. Indeed, as early as 1904 M. Carey Thomas, the first Dean and second President of Bryn Mawr, "foresaw a time when the need for them (women's colleges) would pass, when women would gain more than they would lose by entering the more fully endowed great universities..." (CAREY THOMAS OF BRYN MAWR, by Edith Finch, p. 280.)

The topic of bi-college coordination being fully upon us, then, the two questions which must be raised and thoroughly discussed this year and in the coming years are: in what areas and by what methods can the Curriculum representatives of both schools enhance the bi-college intellectual community? Just how much academic coordination is desirable?



"The women's colleges, precisely because of their separation, suffer from a culture lag which finds them continuing to train young ladies to be indices of their future husbands' status, a practice fostered by their cloistered, classics-bound existences."

they are segregated from their surrounding communities (the "real world"), also contributing to an artificial existence which impedes understanding. This often includes an appalling unawareness of the lives and fortunes of even those members of the community who work on campus. They continue as well to be segregated racially and class-wise (though less so than formerly), for the occasional summer institutes and "prep" programs undertaken for their Southern brethren are tokenism only and are entirely inadequate to the needs of both the "other" populations, and students who presently fill the elite schools.

'Community of Scholars'

I think we must come to grips with the fact that if the liberal arts college has a special job to do educationally, this job cannot be done while competing with the multi-versity for laurels that go to the American Celebration. Our job is presumably the pursuit of truth, and not the sale of it--the challenge of our society, not its acceptance. That kind of job requires the creation of what Paul Goodman calls "The Community of Scholars," which means in part the extension of decision-making to all the members thereof--one person, one vote, as in Neill's SUMMERHILL. (For such a community, Haverford's smaller size and Quaker tradition in decision-making processes are advantages which could be built upon.) It means (partly to save money) more cooperation (including co-ops) and less administration, more use of the neighboring community as a classroom (especially in the social sciences) and less building. It means having all the staff and students really involved with each other and with life, and fewer teachers whose only life experience has been cloistered academe. It means experimentation and getting away from doing things in a particular way just because they work administratively (including - class "periods," grades, and taking exams for a grade). Above all it means if you believe in democratic education you start behaving that way, starting right in the classroom with decisions about how that classroom is going to operate.



Two studios co-eds on Haverford's spacious green lawns.

Joan Cavallaro
President of Curriculum Committee
Bryn Mawr College

Student Activities Show Cooperation

Mike Bratman, President of Haverford's Students' Council, gives several examples of students attempting to increase communication and action between the two campuses in areas of curriculum.

Bi-college cooperation is a much talked-about notion that means different things to different people. It tends to be a vague notion which some see as a kind of panacea for both Colleges' ills. It is not that. However, that it can be something both worthwhile and possible is witnessed by the publication of this bi-college edition. I'd like to touch on two major aspects of bi-college cooperation. The first has to do with its desirability and extensiveness; the second with its implementation.

Drawing lines, whether in foreign policy or in romances, is usually an unwise thing to do. Bi-college cooperation is no exception. Clearly, there are areas of cooperation, yet unexploited, from which both schools could profit. Cooperation is, in itself, neither good nor bad. Rather, in each area--for each separate problem--we must consider the advantages and disadvantages of the various degrees of cooperation and integration of facilities that are possible. There are no a priori limits to cooperation which can be applied to all areas and problems. On the other hand, we must be prepared to recognize the many difficulties which face any extensive integration between the schools. Bryn Mawr has a graduate school; Haverford does not. Haverford has self-scheduled exams; Bryn Mawr does not. And so on. Surely one of the first steps toward integration is to take into account and, where possible, eliminate these diverse factors. Only then can the second step--intense discussion between the schools about each particular problem--have any chance of success.

This brings me to the second aspect of the topic: the concrete means of achieving mutually beneficial bi-college cooperation. Here I'll concentrate on the roles that students can play. I'll not try to set down any vague, prescriptive generalizations. Rather, I'll just note some of the things which have been happening recently in this area and hope that they can, in some way, be suggestive of possible future courses of action.

A sort of bi-college student curriculum committee has been formed, combining members of Joan Cavallo's Bryn Mawr committee with Haverford student alternates on the student-faculty Educational Policy Committee and Academic Flexibility and Standing Committees. The obvious immediate problem for these people to consider includes both the desirability of, and the means of achieving increased opportunities for Bryn Mawr students to take Haverford courses and for Haverford students to take Bryn Mawr courses. This might entail the possibility of Bryn Mawr students receiving some major credits for Haverford courses and/or Haverford students receiving some limited electives credit for Bryn Mawr courses.

The Haverford "Culture" Committee and the Bryn Mawr Arts Council have recently met together to talk about and begin planning such things as regular bi-college trips to the Barnes Foundation and an extensive bi-college art exhibit making use of the anticipated Haverford Art Workshop.

The Haverford committee which is working on putting out a course-evaluation booklet by next January hopes to consider a possible bi-college publication next year with the Bryn Mawr traditions committee.

These are just a few examples, and ones which, I think, show much promise. In each case there is a particular objective. In no case is there any a priori limit placed upon the extent to which integration between the schools would be mutually beneficial. The citing of particular, realizable, goals is intended to incite constructive action, not to place any limit on it.

Mike Bratman
President of the Students' Council
Haverford College



Despite increased encouragement and opportunities afforded by Bryn Mawr and Haverford for close social relationships as well as academic ones, some Haverford students are unwilling to avail themselves of these chances. Bill Yates and Gregg Jackson share a happy, carefree moment aboard the bi-college bus.

Tower Provides View of Raid

Last Thursday I was wandering around campus picking flowers. Beware the Haverford! I had been warned before leaving the dorm, and heeding the admonition I was poking under bushes and tree stumps, searching out scouts and other nefarious types. I found one Haverford freshman hiding in a tree and sternly ordered him to scam. He gobbled something about inter-college cooperation but I turned an unrelenting cheek and knifed him in the back. I felt a twinge of guilt as I dumped his body into the Cloisters pool, but after all, it had been done in the name of Virtue and Bryn Mawr College.

But, alas, every Eve has her apple. Temptation came along in the form of a white Fiat. Within ten minutes I had been seduced into joining up with the Haverford troops in their annual May Day effort. As we drove away I felt keenly the loss of our innocence, and yet whole new vistas seemed to be opening up before me.

The troops were meeting in New Dorm basement. I walked into an atmosphere much like a grade B war flick. John Wayne stood on a chair waving a map of Bryn Mawr and allotting areas of attack to the various squadrons. It was all terribly thrilling and reassuring, the flower of American manhood and all that. I watched meekly, a woman grateful for the opportunity to be in on a Great Event, to witness all this masculine organization and splendor.

Scaling the Tower

WE HIT AT 3:15! Thus spake John Wayne (and a solemn pronouncement it was). An admiring buzz passed over the room. The words stirred my soul and echoed dramatically in my mind even after we were tucked safely in the dorm. So at 3:00 I abandoned my bridge game and climbed the four (puff) flights to the tower. It was cold and drizzly, but could that stop me? No. The wall I had to climb was fifteen feet high, but could that stop me? No. The ladder was still down on the second floor -- and if THAT couldn't stop me, nothing could. I retrieved the ladder and scaled the wall. Once I had reconciled myself to being eighty feet off the ground (and had begun to remember not to look down) I turned my attention to an aesthetic appraisal of my surroundings.

Bryn Mawr looks different from the top. Especially in the fog. The Library looks very Scottish and forbidding, the science building (believe-it-or-not) is ethereal. (Seen through trees) the campus seems a minor Camelot. I couldn't see the Burns Guards. Occasionally I saw a beam from a flashlight, the only sign of life in an idyllic setting. And yet, deep in my heart, I knew that somewhere out there in the dark, Bernie and Alfie (and Frenk) were subtly protecting Bryn Mawr's honor.

Cherry Bombs and Cop Cars

Then BAPPO, a cherry bomb went off and 100 Haverford feet stormed the Maypoles, bearing 50 whooping



"Sure, you expect to meet strange people at a mixer. But Boy Scouts?"

Haverfords against five or six Burns guards. I discerned an enormous mass converging from three directions (as directed -- one group up from the science building, one through Pem Arch, and one from behind Merion). Things started happening then. Cop cars streamed out of nowhere, long lines of them came from the Ville and around by Miss McBride's house. Lights started going on in the maids' quarters. Inspired, I added my own noise to the clamor on the Green:

Rip 'em up, tear 'em up Police brutality Everybody out for volleyball (more fuzzi, more fuzzi) Anassa kata kalou kalei Munson Hicks is over the (give 'em hell Quakers) proverbial hill.

Then, amid all the excitement, there was a sudden quietus. Retreat? I thought, Oh surely not. And yet, in the silence, I distinctly heard John Wayne's voice: Aw, whut the he-yull. As if on cue, the troops disappeared (were they serving doughnuts in Pembroke)? and there I was -- abandoned, forsaken, and wet.

It seemed like a disappointment at the time. But they did redeem themselves the next day with the Chinese dragon they brought onto Merion Green in the midst of the actual May Day festivities. Yet even then one could derive a certain feminist satisfaction from the symbolism of their dragon bowing down to Miss McBride.

Emily McDermott

Coordination Through Governments Demands Patience, Understanding

Mrs. Dorothy Marshall is Dean of Bryn Mawr College. While noting the increase of cooperation between Bryn Mawr and Haverford, she emphasizes that there are differences between the two schools which must be considered when evaluating student governments.

Nowadays, Bryn Mawr and Haverford students cooperate over a wide range of extracurricular matters. Joint theater ventures, joint concerts, joint literary reviews and joint political activities have all been successfully and profitably undertaken. Although current undergraduates probably take such cooperation for granted, as a matter of fact it is relatively recent.

In the very recent past, academic cooperation between the two colleges has increased as well. Departments have planned complete joint programs, others have planned closely together but without entirely combining

their offerings. Student exchange registrations have increased and will, I imagine, continue to do so as disciplines become more and more complex. In addition, from the students' point of view, exchanges are easier than ever because of the availability of transportation and meal exchanges.

The kinds of cooperation which I have mentioned have all been special in the sense that each has had a definite and limited purpose--the production of plays, for example, or the presentation of concerts.

As the kinds of "special" cooperation have increased, naturally more students have become involved. Consequently the relationship between the two colleges which historically has been based on the common interest of specialized groups will change to a relationship involving total communities. More over-all and long-range planning will probably become necessary and the interest of each college in the procedures, aims, and government of the other will no doubt increase. Thus the student organizations whose responsibilities are general rather than special (at Bryn Mawr, Self-Government Association and Undergrad) will, I think, find two-campus issues to be within their jurisdictions. So far such organizations, as I see it, have tried to be mutually helpful but without loss of autonomy, and it is the evolution of these organizations which will be interesting to follow in the future. Cooperative efforts between the "generalist" organizations is infinitely more complex than in the case of the "specialist" ones. Their responsibilities are broader, they have different procedures; their goals and purposes are not necessarily the same. As I have talked with students, I sense that the relationships of student governments to the undergraduate body and to the colleges as a whole vary. Some of these differences merit consideration to assure that there is mutual understanding. I have heard Bryn Mawr student officers express puzzlement over Haverford procedures and a Haverford suggestion to re-structure Bryn Mawr student organizations seemed to me to show that the nature of these organizations was misunderstood.

Whatever the differences and problems, the governing organizations will need in all probability to assume wider responsibility for two communities which are not identical. A good future for the two governments is essential to the continuing strength of both colleges, and to keep them abreast of the times will require wisdom and patience on the part of all.

Dorothy Nepper Marshall
Dean of the College
Bryn Mawr College



I will teach you my townspeople
how to perform a funeral --

Bryn Mawr's annual May Day (though panned in the photo captions by an erudite Haverford boy) was carried on in traditional style despite the overcast weather and hungover Haverford. Sophomores awakened their sister class at 7:45 a.m., and the campus enjoyed the traditional breakfast of strawberries, while Haverford stayed home for its breakfast of champions. At 4:00 in the afternoon came the procession through Pembroke Arch, the Maypole dancing, the speeches of Miss McBride and May Queen Caroline Willis, the Pem East dragon play, a step sing, and senior hoop rolling, won by Liz Roueche.



Had we but world enough, and time . . .



"O Generation of the thoroughly smug
and thoroughly uncomfortable . . ."



Now, on the winsome crumbling shelves of the horror God show,
God blind these children.



"How? not dead? not dead? .."



Halfe like a serpent horribly displaide,
But th'other halfe did woman's shape retaine . . .

From This Side of Paradise:

Happiness Is a Warm Bryn Mawr Girl

"... but all study and no play makes Joe a dull boy, right?" The man behind the desk gives a quick, un-dull-boy chuckle and you look shyly down at your freshly polished shoe tops.

"No, we allow girls in the rooms until incredible hours. And ... Bryn Mawr is within walking distance!"

This is the clincher and as he says it the admissions man spreads his hands palms up on the desk and gives you a worldly man-to-man smile. So come April of your senior year as you sit clutching a gaggle of acceptances, that sentence floats back into your mind. And with Spring all around and visions of Seven Sisters dancing in your head you send Princeton ("so isolated") et. al. fluttering off in the wind and on for Haverford.

It was our third day on campus and already we felt strange glandular stirrings. No one had so much as mentioned Bryn Mawr and the only females we had seen spoke a strange tongue except to occasionally cry, "Boy come make-e bed, boy" at insane hours in the morning. Finally in the middle of the quad we burst out:

"So what's the scene with these Bryn Mawr girls. Are they really speeds? I mean, where are they?"

Jack Suave emerged from the pup tent that he had been forced to occupy because of the room shortage.

"I have been here for four years now and you could take all the fun I've had with Bryn Mawr girls and put it in a gnat's navel and still have room for three caraway seeds and the brain of the Social Committee Chairman." He clapped his hands and an olive skinned maiden emerged from the tent bearing a breakfast tray.

A Toga Party

"Smith '66 and a divine cook," he said.

After two weeks it started to look bad. But we were sure that nice fellow in the admissions office hadn't fibbed. Finally we found Bryn Mawr-Haverford social life at a Roman style gathering presided over by a Latin scholar with a slight Boston accent. There they were through the smoke of the apartment--Bryn Mawr and Haverford talking, dancing, touching. We edged over to a straight-haired girl who sat gazing intently into a dixie cup of scotch.

"Do you come to these things often?" we asked.

"Yes, I find the sub-mating rituals of the American adolescent fascinating. Don't you?"

Not long after came our first Bryn Mawr date. One of the most telling experiences with Bryn Mawr is calling a dorm. At some, a spritely voice answers and when you ask for a girl a chorus of excited squeals echoes down the corridor until finally a friendly voice answers, pleasantly out of breath.

At Rhoads, however, a sultry voice answers with a tinge of ennui. You give the girl's name and in the background a voice says,

"Is Rosalind back from Princeton yet?"

"... She must be, it's been almost a week now."

"Well, this call puts her into the lead for the weekly pool with forty-six."

We planned that first date with care. We decided shrewdly that those Bryn Mawr girls are probably tired of big evenings. For a switch we'll just catch the film at Roberts and go back to the room to talk. We arrived in coat and tie and were immediately mistaken for an FBI agent. "Cover the flower boxes!" someone yelled. We were ushered into the room, where the two roommates looked us over. They had a clever code for telling the girl dressing what to wear. It consists of shouting in a loud voice,

"Why, you're wearing a tie."

Sitting in the room after the film, we tried to explain that we had not realized that it was going to be "that kind of film." Suddenly we froze. This was not a dizzy debutante, a junior college party girl. No, this was a Bryn Mawr girl, a girl of the stiffest intellectual fibre, who "As she continues through the four undergraduate years, should begin to know the personal satisfactions and rewards that are the common heritage of scholars." The M. Carey Thomas slogan floated through our mind, "Only our failures only marry ..." What else did they do, we wondered.

The Prep Approach

But all was not lost. We immediately launched into the old cheese and wine play. She started to say something about the German novella and we quickly countered with

Scott Fitzgerald.

"Have you ever studied the French Bourbons? They have a fascinating history."

"Really? I thought they were all distilled in Kentucky."

Gradually, you pick up the tricks of the trade. One of the most useful is the "I hear the food at Bryn Mawr is great" ploy. This is accompanied by a look of acute malnutrition and a series of shuffling hand gestures to indicate that you are a compulsive bridge player. With luck this will garner you an invite to dinner. The girls do not rap on the table when you enter but occasionally there is a stage whisper, "who in the world is he?" and a chorus of derisive giggles. Until you get accustomed to it their quaint habit of jumping to their feet and bellowing announcements in unison can be unnerving. After dinner the girls don green eyeshades and you are asked to participate in some of the most cut-throat bridge in the world. Unless you truly love the game your best bet here is the "you all play Cuban System, of course" play followed by rapid suggestions of Go Fish, Slap Jack, and Acey-Ducey.

Best of all Bryn Mawr - Haverford social functions, of course, is the mixer. Here, with expert use of the elbows, you can execute several smooth maneuvers. It is a good idea to fill your pockets with cookies. They are usually the best thing at the mixer and enable you to use the famous "Have a cookie" move. The idea here is to stick the cookie into the chosen girl's mouth before she can say a word and then lead her choking onto the dance floor. By the time she can speak, her fiance will have returned to find the girl gone and depart in a funk.

Across from the Pem East mixer at the foot of the stairs stood a girl in a tee shirt that said, "Moon-Equipped." We straightened our tie.

What do you like best about Haverford?" we asked confidently.

"Well, my favorite young man goes to Princeton. You know what they say - Princeton men and Haverford boys."

Immediately the girls on the stairs began to hum "Old Nassau." We asked the Burns guard sitting in the corner about Bryn Mawr-Haverford relations.

The Proven Way

"Nothing to worry about," he said. "I just generally keep an eye out ... Most of the guys don't know it -- but we're armed." He patted his hip.

We began to get advice from all sides. One successful Haverford senior headed for Harvard Law next year confided,

"The thing is, you've got to be low key. You go in a dorm and if you see a girl you like, you say, 'I mean would you like to have a cuppa coffee or something, perhaps?'"

Another successful senior in blue jeans, wire rims, and five o'clock shadow, told us,

"Get rid of those grey flannels, ditch the weejuns, get yourself a lumberjack shirt."

We tried it, but Denbigh was the wrong place. The girl in the Bergdorf Goodman dress looked at us in horror. We mumbled something about a cup of coffee.

"I'm sorry," she said, "I haven't a cent with me, but they may be able to give you something in the kitchen."

Your first Haverford dance can be a disturbing experience. When you walk in and find that the band outnumbered the guests you should promptly swing into the "Well, small room parties are really more fun, don't you think?" gambit. The experienced Bryn Mawr girl will nod slightly. Now you must immediately follow this up with "Joe said that a few people might come over." You fully expect no less than fifty swingers to be jammed into Joe's suite, but it is best not to arouse her hopes unduly. Should Joe have finked out, and this does happen, then you will be set for Haverford's only indigenous social activity -- "checking out the action at _____." As you slip from New Dorm to Barclay basement to the cricket house you must keep up a steady stream of uproarious comment so that your date may not notice that she is spending the night hiking. If, however, she starts to lag behind you can resort to the time-tested "Shall we catch our breath a moment under that tree" play. This must be done with care however for rather than quickening her step a Bryn Mawr girl will occasionally accept.

This can be the most disturbing experience of all. Should you then begin the renowned "You're very pretty

for a Bryn Mawr girl" ploy with accompanying advancing movements, you are doomed. Bryn Mawr girls are past masters of the "Do you have a cigarette ... a stick of gum, then" defense. Others mention a slight case of trench mouth while psych majors generally look you in the eye and say "Have you ever stopped to think why you want to do that?"

If, however, Joe has come through you will find the well known 'Frank Fortis' party, named after the gallant young man crushed to death at one particular lively affair in a New Dorm single. The important thing to do here is learn to recognize your date by your sense of



"Well, my favorite young man goes to Princeton..."

touch for the cigarette smoke will soon obscure her from sight.

One goateed student who looked faintly like Alfred Drake explained the procedure:

"The way to a Bryn Mawr girl's heart is with a glass."

Shut Up and Deal

"Do you like gin?" we asked a likely looking girl.

"I'd love to play a few hands," she replied.

"Blue-what! music?" the girl shrieked, "No, I'm sorry I never go out with Haverford boys," said the blonde Denbigh sophomore who looked as if she might have come from a small New Hampshire town. We asked why.

"You go out with a Haverford boy and the next morning the whole campus knows every intimate detail." We beat a hasty retreat with cries of "Kiss and tell" ringing in our ears. Outside a statuesque girl in a denim work shirt slinked by.

"What is it about Bryn Mawr-Haverford social contact?" we asked in desperation.

"It's all wet," the Merion junior said moodily.

The major hurdle facing the prospective social gad-about is the competition for bids from the two eating clubs -- Tenth and Comet.

A senior reminiscent of an Italian screen star supervises the rushing for Tenth. Once in it is important to be handy with the darts and a slight brogue is useful. The competition for Bryn Mawr girls is fierce with a group of fortyish ex-Mainline playboys dominating the field. If you go Comet it is imperative to develop a smooth "There's nothing like a hamburger, after all." Status comes when Paul and Charlie ask if you are having the usual.

It was Saturday night and we stood nervously in the computer room.

"You're my last hope, gentlemen." The young man looked up from the pile of IBM cards marked "Cohabit."

"You have come to the right place. On the basis of our exhaustive computer research there is an ideal Bryn Mawr-for every Haverford boy." We expressed disbelief.

"No, it's true. Look we have one boy who wants a number seven groomed girl - the sloppiest possible. And sure enough there is such a girl for him."

We filled out the form and the information was fed into the computer. The machine buzzed, hummed and then with a burst of static went silent.

"That's very odd," the computer man said.

The couple paused a moment in front of the library. The young man was blonde. We had seen the girl's face somewhere before.

"What do you think of Bryn Mawr social relations?" we asked.

"Well," he said, "at the end of my sophomore year I was convinced that all Bryn Mawr girls were or should be under the care of a psychiatrist."

"What happened?" we asked.

"Well, I discovered this book, 'Daphnis and Cloe' about two people that didn't know what to do about being in love. And I started giving it to girls, seven altogether."

"Why seven?"

"We got married."

"Look, could we borrow this ..."

"Don't bother" the girl said, "I never read it."

And so you continue like the men who conquered Everest - "because it's there." David Whiting



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A Toga Party

"Smith '66 and a divine cook," he said.

After two weeks it started to look bad. But we were sure that nice fellow in the admissions office hadn't fibbed. Finally we found Bryn Mawr-Haverford social life at a Roman style gathering presided over by a Latin scholar with a slight Boston accent. There they were through the smoke of the apartment--Bryn Mawr and Haverford talking, dancing, touching. We edged over to a straight-haired girl who sat gazing intently into a dixie cup of scotch.

"Do you come to these things often?" we asked.

"Yes, I find the sub-mating rituals of the American adolescent fascinating. Don't you?"

Not long after came our first Bryn Mawr date. One of the most telling experiences with Bryn Mawr is calling a dorm. At some, a spritely voice answers and when you ask for a girl a chorus of excited squeals echoes down the corridor until finally a friendly voice answers, pleasantly out of breath.

At Rhoads, however, a sultry voice answers with a tinge of ennui. You give the girl's name and in the background a voice says,

"Is Rosalind back from Princeton yet?"

"... She must be, it's been almost a week now."

"Well, this call puts her into the lead for the weekly pool with forty-six."

We planned that first date with care. We decided shrewdly that those Bryn Mawr girls are probably tired of big evenings. For a switch we'll just catch the film at Roberts and go back to the room to talk. We arrived in coat and tie and were immediately mistaken for an FBI agent. "Cover the flower boxes!" someone yelled. We were ushered into the room, where the two roommates looked us over. They had a clever code for telling the girl dressing what to wear. It consists of shouting in a loud voice,

"Why, you're wearing a tie."

Sitting in the room after the film, we tried to explain that we had not realized that it was going to be "that kind of film." Suddenly we froze. This was not a dizzy debutante, a junior college party girl. No, this was a Bryn Mawr girl, a girl of the stiffest intellectual fibre, who "As she continues through the four undergraduate years, should begin to know the personal satisfactions and rewards that are the common heritage of scholars." The M. Carey Thomas slogan floated through our mind, "Only our failures only marry ..." What else did they do, we wondered.

The Prep Approach

But all was not lost. We immediately launched into the old cheese and wine play. She started to say something about the German novella and we quickly countered with

Scott Fitzgerald.

"Have you ever studied the French Bourbons? They have a fascinating history."

"Really? I thought they were all distilled in Kentucky."

Gradually, you pick up the tricks of the trade. One of the most useful is the "I hear the food at Bryn Mawr is great" ploy. This is accompanied by a look of acute malnutrition and a series of shuffling hand gestures to indicate that you are a compulsive bridge player. With luck this will garner you an invite to dinner. The girls do not rap on the table when you enter but occasionally there is a stage whisper, "who in the world is he?" and a chorus of derisive giggles. Until you get accustomed to it their quaint habit of jumping to their feet and bellowing announcements in unison can be unnerving. After dinner the girls don green eyeshades and you are asked to participate in some of the most cut-throat bridge in the world. Unless you truly love the game your best bet here is the "you all play Cuban System, of course" play followed by rapid suggestions of Go Fish, Slap Jack, and Acey-Ducey.

Best of all Bryn Mawr - Haverford social functions, of course, is the mixer. Here, with expert use of the elbows, you can execute several smooth maneuvers. It is a good idea to fill your pockets with cookies. They are usually the best thing at the mixer and enable you to use the famous "Have a cookie" move. The idea here is to stick the cookie into the chosen girl's mouth before she can say a word and then lead her choking onto the dance floor. By the time she can speak, her fiance will have returned to find the girl gone and depart in a funk.

Across from the Pem East mixer at the foot of the stairs stood a girl in a tee shirt that said, "Moon-Equipped." We straightened our tie.

What do you like best about Haverford?" we asked confidently.

"Well, my favorite young man goes to Princeton. You know what they say - Princeton men and Haverford boys."

Immediately the girls on the stairs began to hum "Old Nassau." We asked the Burns guard sitting in the corner about Bryn Mawr-Haverford relations.

The Proven Way

"Nothing to worry about," he said. "I just generally keep an eye out ... Most of the guys don't know it -- but we're armed." He patted his hip.

We began to get advice from all sides. One successful Haverford senior headed for Harvard Law next year confided,

"The thing is, you've got to be low key. You go in a dorm and if you see a girl you like, you say, 'I mean would you like to have a cuppa coffee or something, perhaps?'"

Another successful senior in blue jeans, wire rims, and five o'clock shadow, told us,

"Get rid of those grey flannels, ditch the weejuns, get yourself a lumberjack shirt."

We tried it, but Denbigh was the wrong place. The girl in the Bergdorf Goodman dress looked at us in horror. We mumbled something about a cup of coffee.

"I'm sorry," she said, "I haven't a cent with me, but they may be able to give you something in the kitchen."

Your first Haverford dance can be a disturbing experience. When you walk in and find that the band outnumbered the guests you should promptly swing into the "Well, small room parties are really more fun, don't you think?" gambit. The experienced Bryn Mawr girl will nod slightly. Now you must immediately follow this up with "Joe said that a few people might come over." You fully expect no less than fifty swingers to be jammed into Joe's suite, but it is best not to arouse her hopes unduly. Should Joe have finked out, and this does happen, then you will be set for Haverford's only indigenous social activity -- "checking out the action at _____." As you slip from New Dorm to Barclay basement to the cricket house you must keep up a steady stream of uproarious comment so that your date may not notice that she is spending the night hiking. If, however, she starts to lag behind you can resort to the time-tested "Shall we catch our breath a moment under that tree" play. This must be done with care however for rather than quickening her step a Bryn Mawr girl will occasionally accept.

This can be the most disturbing experience of all. Should you then begin the renowned "You're very pretty

for a Bryn Mawr girl" ploy with accompanying advancing movements, you are doomed. Bryn Mawr girls are past masters of the "Do you have a cigarette ... a stick of gum, then" defense. Others mention a slight case of trench mouth while psych majors generally look you in the eye and say "Have you ever stopped to think why you want to do that?"

If, however, Joe has come through you will find the well known 'Frank Fortis' party, named after the gallant young man crushed to death at one particular lively affair in a New Dorm single. The important thing to do here is learn to recognize your date by your sense of



"Well, my favorite young man goes to Princeton..."

touch for the cigarette smoke will soon obscure her from sight.

One goateed student who looked faintly like Alfred Drake explained the procedure:

"The way to a Bryn Mawr girl's heart is with a glass."

Shut Up and Deal

"Do you like gin?" we asked a likely looking girl.

"I'd love to play a few hands," she replied.

"Blue-what! music?" the girl shrieked, "No, I'm sorry I never go out with Haverford boys," said the blonde Denbigh sophomore who looked as if she might have come from a small New Hampshire town. We asked why.

"You go out with a Haverford boy and the next morning the whole campus knows every intimate detail." We beat a hasty retreat with cries of "Kiss and tell" ringing in our ears. Outside a statuesque girl in a denim work shirt slinked by.

"What is it about Bryn Mawr-Haverford social contact?" we asked in desperation.

"It's all wet," the Merion junior said moodily.

The major hurdle facing the prospective social gad-about is the competition for bids from the two eating clubs -- Tenth and Comet.

A senior reminiscent of an Italian screen star supervises the rushing for Tenth. Once in it is important to be handy with the darts and a slight brogue is useful. The competition for Bryn Mawr girls is fierce with a group of fortyish ex-Mainline playboys dominating the field. If you go Comet it is imperative to develop a smooth "There's nothing like a hamburger, after all." Status comes when Paul and Charlie ask if you are having the usual.

It was Saturday night and we stood nervously in the computer room.

"You're my last hope, gentlemen." The young man looked up from the pile of IBM cards marked "Cohabit."

"You have come to the right place. On the basis of our exhaustive computer research there is an ideal Bryn Mawr-for every Haverford boy." We expressed disbelief.

"No, it's true. Look we have one boy who wants a number seven groomed girl - the sloppiest possible. And sure enough there is such a girl for him."

We filled out the form and the information was fed into the computer. The machine buzzed, hummed and then with a burst of static went silent.

"That's very odd," the computer man said.

The couple paused a moment in front of the library. The young man was blonde. We had seen the girl's face somewhere before.

"What do you think of Bryn Mawr social relations?" we asked.

"Well," he said, "at the end of my sophomore year I was convinced that all Bryn Mawr girls were or should be under the care of a psychiatrist."

"What happened?" we asked.

"Well, I discovered this book, 'Daphnis and Cloe' about two people that didn't know what to do about being in love. And I started giving it to girls, seven altogether."

"Why seven?"

"We got married."

"Look, could we borrow this ..."

"Don't bother" the girl said, "I never read it."

And so you continue like the men who conquered Everest - "because it's there." David Whiting



"Yes, I find the sub-mating rituals of the American adolescent fascinating. Don't you?"

Students Charged \$306

(Continued from page 1)

and Hipp into the car and drove them to the station. Once there, they were told to take off their shoelaces, belts, and to empty their pockets. Then they were placed in separate cells.

At approximately 4:30 a.m. they were awakened by the sound of three other Haverford students being escorted to cells.

Installment II

"We were at Bryn Mawr," began Malcolm Burns, one of three students among the '3:15 group' who were arrested. "There was a charge to get the maypole. It failed. Most people went around Taylor to regroup. A cop came towards me without his light on. When I started to run I hit a depression in the ground and tripped. If I hadn't tripped I don't think he would have gotten me. Anyway, he put me in the squad car.

"I think Wilke was standing near the pole telling the others where the cops were when he was nailed from behind.

"As for Henry Harris," said Burns, "he was told by two different cops to get off campus, and he was walking off when another cop walking in the opposite direction nabbed him ... There were about ten to twelve cars parked in the turnaround in front of the library."

Bill Wilke, the eldest of those arrested, told of his apprehension: "There was a policeman coming towards me. He turned off his light and pretended to run, stamping his feet. But he didn't run. Then he turned toward the main group. I shouted something like, 'Here comes one without a light!'

"I was looking around when somebody tackled me around the chest from behind. He had me down and the handcuffs on me before I could do anything.

"The cop got one more," added Wilke, "and another brought a third. We were all put into a squad car. About 3:35, we were transferred to another car and driven to the station."

* * *

"At about seven o'clock they brought us breakfast," said Burns, "two fried egg sandwiches."

"Then," Hipp continued, "they took our fingerprints and our photographs and completed our cards. We went back to the cells after that."

"All this was a little before nine," Sleeper said. "We can't be sure, though, they took our watches when they took our shoelaces and our belts.

"About ten o'clock they took us

to see the magistrate. He was completely deaf, I think."

The magistrate called their names and read the charges. Burns, Harris and Wilke were charged with being loud and disorderly. Hipp and Sleeper were charged with being loud and disorderly and having fireworks in their possession.

"We asked him to define 'loud and disorderly,'" said Hipp, "and he told us that if we were talking so that others could hear us that was being loud and disorderly."

"The judge asked us what the tradition was that had begun all this, and we all started to answer at once. He said that he would listen to Wilke. When Wilke had finished the judge thanked him, turned to the rest of us, and said that he supposed we all knew but just didn't want to tell him."

"The magistrate was very old and hard of hearing," according to Burns. "He had us all lined-up but couldn't get our names straight. For his explanation of the tradition Wilke got his court fee of nine dollars revoked. The magistrate was basically sympathetic but unmoving."

Harris objected to the conduct charge more than anyone else, and asked about the possibility of a trial. He was informed that a trial might not be possible until Saturday afternoon, and that he would have to produce bail or remain in jail during the interim.

All five pleaded guilty as charged. Burns, Harris and Wilke were fined \$50 for the conduct charge and \$9 for court fee, Wilke's court fee being dismissed. Hipp and Sleeper were given the same fines with an additional \$10 fine for possessing fireworks. The alternatives to paying the fines were five days in jail for the former three and ten days for Hipp and Sleeper.

Burns and Harris left the station to collect money for payment. When they returned and paid the five fines, the students were released.

According to Wilke, "The judge kept saying what nice guys we were and what a shame it was that we had to get mixed up in this."

* * *

Sleeper subsequently spoke to a lawyer, who informed him that the actions of the police were essentially unconstitutional, that the police had made use of a local system to trick people into confessing, and that the students might petition although it would not be worth it, given the comparatively small fines.

"It really wasn't that much," said Burns. "It was an unusual

experience. A slight bit sobering. I don't know how the others feel about the record, but it doesn't really bother me that much. I'm only a little perturbed about my being caught instead of the others."

* * *

The five students arrested will have local records of their arrests. But since they were arrested neither for misdemeanor or felony -- the categories usually specified on applications, etc. -- the records will have no great significance. Moreover, the magistrate has agreed to give each student and the College a copy of a letter stating that the arrests resulted only from a college prank.

Chess Tops St. Joe's

What is the only team in the school which has trounced St. Joe's? scared Temple and Drexel into forfeiting, and tied Spring Garden? What else? The Chess Club! The team did drop a match to Penn, 1-4, and LaSalle 2-3, although they were able to defeat the LaSalle frosh.

Steve Greif has been able to maintain a perfect record in three starts; while Phil Saxton has won four out of five, including Haverford's only victory over Penn. Captain Ken Evans has compiled a mark of five out of seven on the boards. Reserve power has been supplied by three-time winners Vern Haskell and Andy Dunham; and the team has had a

strong bench with Darrel Ross, Bill Balch, John Gregg, and Steve Monroe.

On Monday night Evans, Saxton, Greif, and Balch defeated their opponents from St. Joseph's; while Steve Monroe and John Gregg picked up draws. The overall score was 5-3, but since only five players can compete in a chess match, the official score was 3-1/2 - 1-1/2 in favor of the Fords.

The team has a total of 38 wins this season against 24 losses. Evans reports that hopes are even higher for next year's squad since only Saxton will be lost through graduation. If some good freshmen can be recruited, the Fords' chances look even brighter.

Thirteen Class Reunions To Highlight Alumni Day

Black boxes, DeGaulle's France and the contemporary argument over the death of God will draw the attention of alumni returning to Haverford College Saturday for annual Alumni Day festivities.

Several hundred graduates of Haverford are expected back for a day-long program which will include special alumni classes, an awards luncheon, varsity sports events and a reception. Visits to regular class sessions and tours of various buildings are also planned.

Dr. John Chesick, chairman of

the Chemistry Department, will speak at 10:30 a.m. in Stokes on "Black Boxes and Time in Chemical Change." Other lectures at the same program will include "DeGaulle's France: Anachronism or Shape of the Future?" by Dr. Alfred Diamant, chairman of the Political Science Department; and "Proclaiming the 'Death of God' -- Sense or Nonsense?" by Dr. Gerhard Spiegler, chairman of the Religion Department.

Earlier in the morning, alumni and their wives will have an opportunity to attend one or more of the 12 regular Saturday morning student classes.

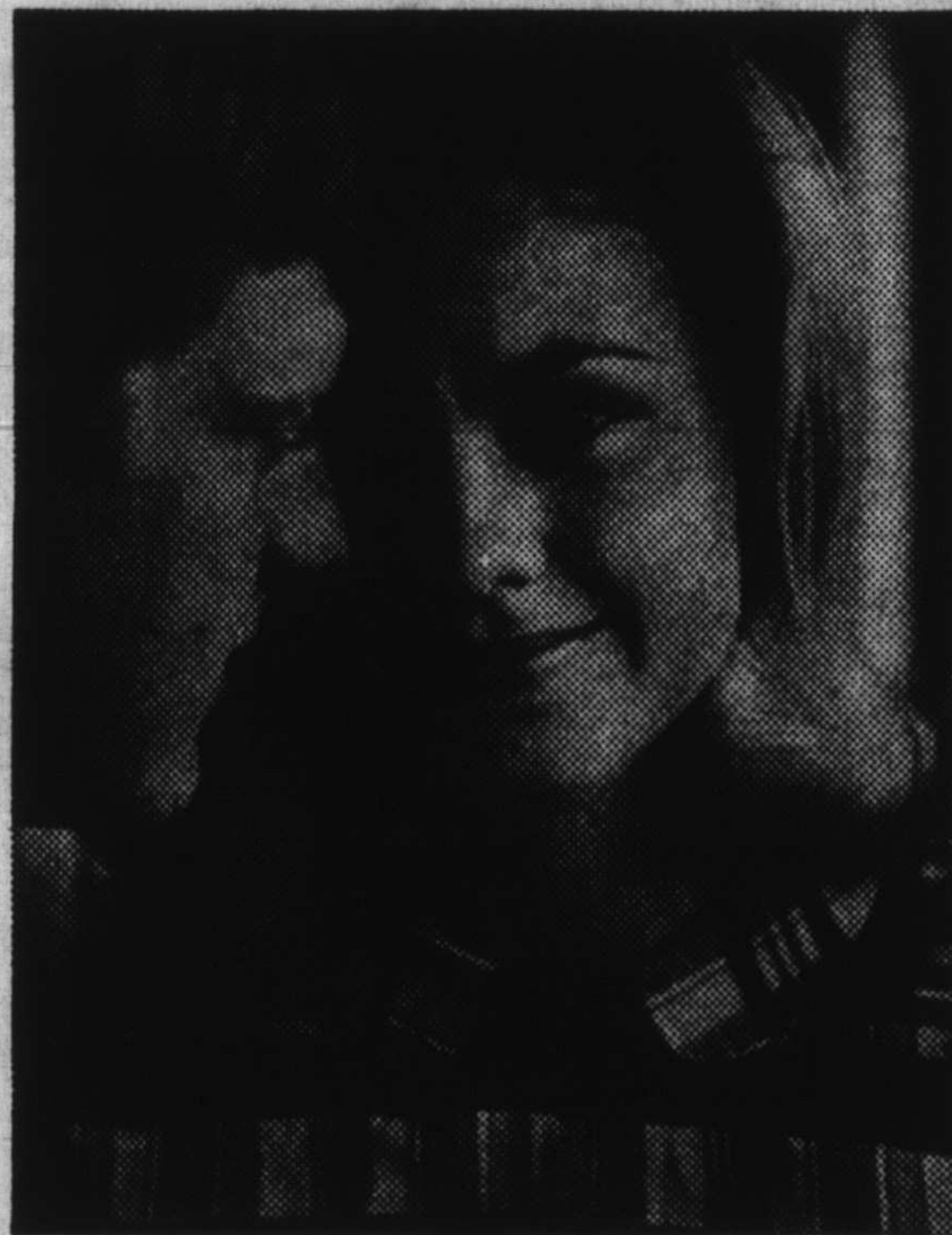
Dean John Spielman, Jr. will be the guest speaker at a noon luncheon in Field House, at which reunion classes will be recognized and alumni awards presented. Dr. Louis Green, provost, will discuss the college's academic objectives in a program at 3:00 p.m. in Stokes.

William E. Shepard, director of alumni affairs, said 13 classes will hold formal reunions during the day, ranging from the class of '06 to the class of '65.

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