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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 Davidon 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

Editorials

On Coeducation

It started out to be a good idea, this joint issue with a supplement on Bryn Mawr-Haverford coordination. Es war ein Traum. After we started soliciting articles, that is, we began to wonder whether this coordination between our purportedly progressive schools was as real as we had taken for granted.

Sure, there are some shining examples of bi-college cooperation: the federated Economics Department, the mutual Russian Department, the joint activities in the arts, coeducational classes, the fast for Vietnam, Harry and the bus, the meal exchange, campus mail, and the inevitable social life.

However, what we were looking for was some insight into the potential for Future Coordination--but all we could find was a squad of ambitious cheerleaders at Bryn Mawr. They were working very hard at Future Coordination. Meanwhile, the Haverford and Bryn Mawr Arts Councils rejected our proposal for a joint arts festival. We couldn't even find any political a'gogos to write an article about the fast, let alone on possibilities for a joint conference of some sort. Any sort. At this point we weren't being picky.

The most hope, it would appear, is for future coordination in the academic sphere. What Mr. Schmidt suggests in his article on the foreign language departments might be feasible in any department of the two colleges. Since students may take courses at either school, why offer the identical courses at both Haverford and Bryn Mawr? With greater coordination, fewer duplicate courses would be offered, and professors would be left free to teach a greater variety of courses. From an administrative viewpoint, it is unlikely that many more departments will be federated, but coordinated course offerings are as desirable as a coordinated calendar, and are hardly out of the realm of possibility.

Truthfully, the most disappointing thing about evaluating bi-college cooperation was discovering that by and large neither students nor administration seem to anticipate any further coordination. The preceding suggestion to eliminate duplicate courses is practically the only immediate possibility. It would be unfortunate, with so much potential at each school, for bi-college coordination to remain static.

Granted, coordination already exists to a considerable extent, which is half the reason for this joint issue. But Bryn Mawr and Haverford are not known for leaving things half-done. We hold the conclusion of this editorial, therefore, to be self-evident: it would be advantageous for both Bryn Mawr and Haverford in nearly every way if the two colleges were to merge into one magnificent co-educational institution.

Self Gov Solution

Self-Gov is circulating a questionnaire that explores the relation of the student to the honor system that administers her social behavior. The central issue is the perennial clash of personal standards with community responsibility, and a thorough evaluation is long overdue.

A student in residence at Bryn Mawr has voluntarily entered herself as a member of the college community for a four-year term. No individual interpretation is possible on this matter. Her acceptance of a dormitory room is tantamount to a declaration of citizenship.

The Self-Government Association is a student organization dealing with student concerns during this residency. When Self-Gov abdicates its position or allows its functions to become hazy, the administration may step into the vacuum. A general confusion of respective roles has recently been evident, with freshmen turning first to the dean in moments of crisis instead of carrying their bewilderment over conduct regulations to the hall president.

The present situation has characterized Self-Gov as the defender of the individual and the administration as the champion of community cooperation. This distribution of support is a distortion of the proper realms of responsibility. Community life is a central concern of students and falls under the jurisdiction of Self-Gov.

In its present self-examination, Self-Gov is entertaining the prospect of a statement of policy and the task of rendering explicit the ambiguous discredit clause. Such measures are minor steps that do not strike at the core of the difficulty. A formal regulation can be just as easily ignored as an indistinct hint, as exemplified by the frequently perpetuated and observed violations of the smoking-in-rooms rule that are neither curbed nor reported. An official statement would serve only to cloud the issue by adding another unfounded pronouncement to the present litter of specific rules and vague policies.

The response to the smoking rule is symptomatic of the general attitude toward Self-Gov that plagues the campus. The general philosophy of the social honor system is submerged in a welter of rules, some archaic and fuzzy, others painfully detailed and irrelevant to the lives of many students. Entering freshmen are indoctrinated at once with a large dose of Self-Gov principle, but the pressure to pass the rule exam leads to a preoccupation with the myriad details involved in winning a passing grade. The returning hordes of upperclassmen, spouting doctrines of privatism and personal rights, further negate the concept

of community ties.

The most effective remedy for this state of affairs is education, and the most effective instructor is the hall president. Freshmen should be taught early that Self-Gov is a philosophy of independence and consideration, allowing room for freedom of principle within a framework of mutual respect in the dormitory and in the college community. Upperclassmen need to be reminded of the foundation beneath the restrictions; the hall meeting is the obvious channel of instruction.

Self-Gov is a representative organization with a double responsibility to students as individuals and as a group. Rules are a means of enforcing minimal standards for the benefit of the group without interfering with the rights of the individual. The proper emphasis must be restored to the general understanding of Self-Gov, and education through hall presidents as links of liaison is the simplest, most efficient corrective.

Activities Fee

Undergrad, at its meeting this week, decided to postpone until next fall any further consideration of the raising of the student activities fee. Two facts, immediately evident, make this seem particularly unfortunate.

First, the degree of general interest in the subject of the activities fee and the level of general knowledge about the actual and potential uses of such a fee are at present remarkably high. Postponement of a decision on this matter will necessitate a massive re-education of opinion in the fall when there will be an entire class of new freshmen.

Secondly, in order for a raise in the activities fee to have an appreciable effect on the quantity and/or caliber of next year's activities, it would have to be agreed on now, for it is now that next year's calendar of events must, in large part, be set up.

Two different proposals for the increase of the fee have been put forward--the first, one of \$1.00, which would serve mainly to compensate for inflation; the second, one of \$9.00, almost doubling the total, which, while it would probably not enable a radical change in such things as the type of speakers secured, might well make more feasible the arranging of topical programs extending over several days and providing a concentrated exposure to various aspects of the same subject. An educated student opinion has recently been polled on the matter of a fee increase; the general response was not merely favorable, but enthusiastic. It was scarcely a mandate for inaction.

Sampling of Professors Favors Pass-Fail

Before a pass-fail system is seriously considered by the faculty or administration, there are many practical questions which the students ought to keep in mind. Several of these came up in an interview with Mrs. Alice Emerson of the Bryn Mawr Political Science Department. After commenting that the new policy of drafting students probably was the cause of an increase in interest in this system in men's colleges, she said that its many other advantages applied very well to Bryn Mawr. She thinks that it is "certainly something we ought to try."

The two purposes she envisaged a pass-fail system as being able to implement are: 1) giving students a chance to explore new areas other than their major; and 2) working for a general de-emphasis of grades. The pass-fail courses a student takes thus ought not to be a fifth course, because theoretically the student ought to be working just as hard as if she were receiving grades. If pass-fail were presented as just another way to audit a course and so were not taken as seriously as it might be, discussion-based courses could be ruined by pass-fail students continually being unprepared.

This brings up the problem of what kind of courses a student might take on a pass-fail basis. We asked several girls which courses they would like to take this way, and no one specific course or field was mentioned particularly often. In fact, a surprising number of girls said that the option of pass-fail wouldn't make any difference in their course choices. This suggests that no one course or courses would be inundated with pass-fail students.

Another question to be settled is whether or not the teacher should know the student is taking his course on a pass-fail basis or not. If not, should the girls receive number grades on papers and exams even though these won't go on the record? The University of Pennsylvania's new plan specifies that teachers will not know the difference between pass-fail students and regular ones. Mrs. Emerson's point of view was that the faculty should know the difference, so they wouldn't have to spend the time over their numerical grades. She also felt that it would be impossible at Bryn Mawr to keep a secret of who was taking a course on what basis.

What about the responsibility of the Deans' Office? Should they encourage students to take their pass-fail options in a variety of courses, or let the student take them all in one field? (All this goes on the supposition that students would not be allowed to take a course in

their major or for graduation distribution requirements as pass-fail.) Mrs. Emerson suggested that four semesters out of 31 could be taken as pass-fail. Mrs. Emerson was inclined to let the student use her pass-fail time as she wanted, after emphasizing to her the purposes of the system.

Miss Frederica de Laguna, anthropology, when asked to comment on a possible pass-fail plan for Bryn Mawr, recalled its similarity with the second semester of her senior year at Bryn Mawr. At that time, there were no senior comprehensives and all the grades were compiled by the end of first semester, so no grades received during the second semester were recorded for graduate school applications or for graduation class standings.

Miss de Laguna's first reaction to the plan was that it would make taking a fifth course easier, which she does not see as particularly advantageous. However, if it would in any way make school more fun (as she remembers second semester of her senior year was), she would be willing to try it. Basically, though, she was not sure if pass-fail would make much difference and advised everyone to wait to see how the new curriculum would work out, as well as how pass-fail worked in other schools, before new changes are initiated here.

Her main point was that the Bryn Mawr grading system wasn't such a burden that it needed to be avoided at any cost. In anthropology, she has found that her majors have no real problem in getting into graduate schools. "Students are frightening themselves over grades," was her attitude.

Richard Du Boff, economics, was all in favor of some kind of pass-fail system for Bryn Mawr. He saw it as a possible step toward a much needed increase in flexibility in student-teacher relationships. The pass-fail system could introduce an atmosphere in which students would be encouraged to be more imaginative in their approaches to classes, in other words, to make "student application" a more diversely expressed activity. He thought a pass-fail system would be particularly adaptable to Bryn Mawr because of its small size and the supposed high intellectual quality of its students. Essentially he seemed to think that such a system could very well lead to the kind of democratic education Mr. Oppenheimer discusses in his article on page 6.

Mr. Melville Kennedy, political science, also expressed an interest in adopting a pass-fail system. He was in favor of "anything to encourage experimentation" in the students. Like Mr. Du Boff, he was con-

cerned with introducing more flexibility into the college situation. He didn't feel that grades deterred many students from taking courses here, but he did feel that pass-fail would encourage students to take a fifth course, which, unlike some of his colleagues, he saw as a point in the system's favor. He also said that a pass-fail system in creating flexibility, might in some way help "to integrate Haverford offerings, which ought to be encouraged in any way it can." Discussing Haverford's pass-fail plan, he said that any such plan would be useless unless it was geared into the college's credit arrangement.

Kit Bakke

Haverford News The College News

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Diane Ostheim, David Wilson

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Alinsky States Unethical Methods Justified If Alternatives Limited

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?"

Sophs Choose Majors; Social Sciences Gain

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

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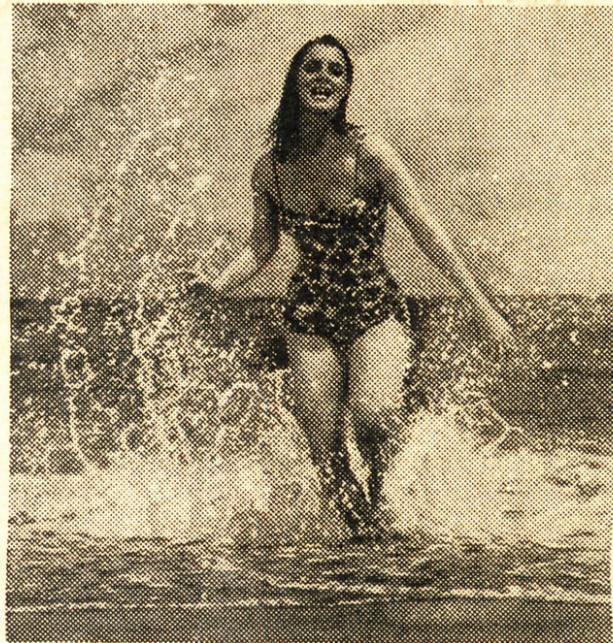
SHE: Look, isn't your mother's peace of mind worth 45c?
HE: I'm not sure.
SHE: O.K.—then call collect.

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EASTERN

NUMBER ONE TO THE FUN

Symposium:

The Best of Two Possible Worlds



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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

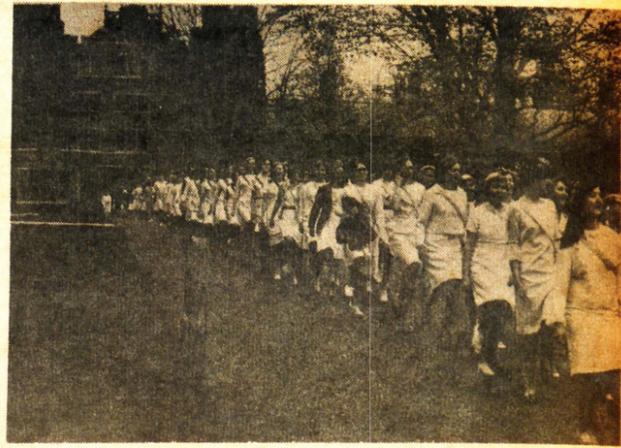
in a barracks; nor the acquisition of what Veblen once called "substantially useless information" serving as an index to conspicuous consumption and hence status among our elites, but rather learning about one's self, one's relationships to others, and to the world around, and what (if anything) to do 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 lead 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.

Matriarchal 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



"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.

Martin Oppenheimer
Lecturer in Sociology
Bryn Mawr College

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.



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

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

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 first question, which has already been broached in get-togethers of the Haverford student representatives to the Educational Policy Committee and the Academic Flexibility Committee with members of the Bryn Mawr Curriculum Committee, begins with the cliché problem of "communication." Better communication on all fronts; Committee-student, student-committee, committee-committee, committee-faculty, faculty-committee, historical-comical-pastoral. Both groups acknowledged that students could take more initiative in making known to all undergraduates the possibilities for petitioning for a change in academic requirements, the course offerings at the sibling college, and so forth. With better understanding of the particular emphasis of corresponding departments and content and arrangement of courses, students could make a more educated guess in choosing their coursework.

More important, bi-college rather than separate discussion of such ripening topics as pass-fail courses can help set the stage for the development of mutual academic goals and attitudes towards education. The most promising field for cooperation in intellectual outlook lies in the possible changes of the future, and henceforth any major innovations contemplated by one school should be considered in the light of both colleges.

As to the second question, both colleges should address the larger question of how much the educational facilities of the colleges should be combined in order to best serve the interests of students and faculty, M. Carey Thomas challenged in 1920: "The very first step (that university women should now take) seems to me to be the demand for unqualified, true, out and out co-education. Only by having the schools and universities co-educational can we ensure the girls of the world receiving thoroughly good education."

Joan Cavallaro
President of Curriculum Committee
Bryn Mawr College

Economics: Example of Bi-College Federation

Morton Baratz, Professor of Economics at Bryn Mawr, reviews the successful federation of the Haverford-Bryn Mawr Economics Departments. This might be seen as a prototype for further departmental coordination.

Until 1958, the Bryn Mawr and Haverford Economics departments were self-contained units, operating in virtual isolation from one another. Each consisted of three full-time faculty members, offering a substantially similar undergraduate curriculum to equally small numbers of students of equivalent capabilities.

Partly by force of circumstances and partly by conscious plan, the two departments between 1958 and 1964 collaborated more and more closely in curriculum planning, faculty recruitment, library-accession policies, use of visitors, and other matters. Perhaps most notably, a real start was made at eliminating duplicate course offerings; each department stopped teaching one or more courses which the other was better suited to provide to students of both colleges. As a result, economics classes at the two colleges became increasingly co-educational. And what is far more important, both the depth and the breadth of economics education at the two institutions was increased.

The success of past efforts and the conviction that there were further significant gains to be realized prompted the development of a plan under which the two departments, for undergraduate teaching purposes, virtually integrated their course offerings, effective in the academic year 1965-66. The main features of the scheme are these:

1) A full range of courses appropriate to a B.A. degree in economics is offered in the federated departments. But with the single exception of the introductory course, which is a prerequisite for all further work in the discipline, there is no duplication of effort. The "methods" course and all upper-level courses are, in other words, divided among the members of the two departments purely on the basis of the special interests and skills of the joint teaching staff. As noted above, the introductory course is offered yearly at both colleges; this is fully justified by the facts that (a) enrollment in that course is comparatively large at both Haverford and Bryn Mawr, and (b) it is highly desirable on pedagogical grounds to keep individual classes small. Every effort is being exerted, however, to minimize inter-college differences in content and teaching techniques at the introductory level. This is both desirable and necessary: desirable, because it makes it feasible for the occasional student, faced with insoluble

scheduling problems at the "home" college, to cross the pike for the elementary course; and necessary, because students from both colleges attend all upper-level courses on a completely mixed basis.

2) The elimination of duplication in course offerings makes it possible for the federated departments to enrich the economics curriculum in ways never before feasible. Specifically, new courses are being offered in advanced economic analysis, theory of economic development, and non-Western economic development. (The last-named course incorporates the special knowledge of various members of the two departments about countries in Eastern Europe, Latin America, Africa, and Asia.)

3) To maintain stability and continuity in the teaching program, it has been agreed in advance that no more than one person in the federated departments will be on sabbatic leave in any given year. Thus we do not need to recruit temporary replacements from outside the two colleges. Overlapping interests are the key. Every course offered falls within the special interests and competence of at least two members of the perma-

nent staff. As a result, rotating sabbatic leaves permits enlivening shifts in teaching assignments without lowering the level of instruction in any course.

4) It was recognized that the plan would not work effectively unless at least six persons were on hand for full-time teaching at all times. Consequently, a seventh person recruited, on joint appointment at the two colleges. The person in question does not specifically replace anyone on leave in any given year. He is, rather, a permanent member of the federated departments, called upon like the other six members to teach two or three different upper-level courses over a period of years.

Although scheduled to begin in 1965-66, the federation went into effect for practical purposes in September, 1964. Over the past 18 months or so, remarkably few difficulties have cropped up, and those have been solved with dispatch. It seems safe to say, therefore, that the arrangement will not only survive, but will ripen in years to come.

Morton Baratz
Professor of Economics
Bryn Mawr College

Different Philosophies Govern Student-Faculty Communication

Laura Krugman, Bryn Mawr, '67, contrasts the difference between Bryn Mawr and Haverford's philosophy of student integration into faculty committees. Bryn Mawr does not have students and faculties together in any important official capacity, while Haverford has just begun doing so.

Bryn Mawr and Haverford base their systems of student-faculty coordination on differing philosophies of college government with an eye toward a common goal. Students join Haverford faculty committee meetings to add their voices to the determination of policy, while Bryn Mawr students maintain independent committees that meet with their faculty counterparts.

The present Haverford system is the product of recent reforms. At its January 20 meeting this year the faculty voted to permit students to attend its committee sessions. The Students' Council will appoint two representatives to each of the college groups: Academic Flexibility, Admissions, Arts and Services, Educational Policy, Honors-Fellowships-Prizes, Library, and Phillips-Rhoads-Distinguished Visitors.

Although students do not have the privilege of voting, their influence is still felt because all committees reach their decisions by consensus. When students disagree with the verdict of the faculty, they may register their dissenting opinion. The faculty reserves the right to exclude students from any sessions.

This procedural innovation is designed to provide students with an opportunity to participate actively in the actual mechanism of college government. According to Gerhard Spiegler, professor of religion and member of the Educational Policy Committee that presented the proposal, the plan is an acknowledgement of the student role.

Spiegler calls the system "one other recognition that students are not 'merely children' but that they have rights as members of the academic community."

Bryn Mawr approaches the same issue from another direction. Both the Haverford arrangement and the purer community government arrangement that seats representatives of students and faculty on joint committees, as at Mount Holyoke College, are rejected.

Instead, Bryn Mawr relies upon cooperation among autonomous groups under the central jurisdiction of the Board of Directors of the college. Student committees control entirely student matters, faculty committees control entirely faculty matters, and the two meet together on issues of common interest.

A significant break in this pattern is the joint honor board that combines members of faculty and student body. In other overlapping areas independent committees collaborate on issues of mutual concern.

Autonomous student boards that correspond exactly to these groups are the Curriculum Committee, recently elevated to the position of one of the Big Six campus organizations, and the Undergrad Library Committee. During the series of curriculum upheavals, student and faculty committees worked closely in cooperation to produce the program of reforms.

According to President McBride, the Bryn Mawr theory of college organization is based on the premise that students learn more from operating independent committees than from merely participating in a faculty creation.

Although no direct link exists between students and some faculty committees, channels of communication are furnished by these permanent bodies of coordination. Any major policy change considered by a faculty committee is brought up before College Council and student representatives may then voice their views.

Miss McBride summarizes Bryn Mawr's choice of system as "the way in which communication is best." Haverford's goal is the same, but its method is not. Both colleges share, however, an interest in close cooperation in college affairs by students and faculty to achieve an integrated community power structure that answers the requirements of all its participating members.

Laura Krugman

Language Curriculum Demonstrates Departmental Bi-College Cooperation

Hugo Schmidt, Chairman of the German Department at Bryn Mawr, points out that in the language departments cooperation at the two schools is already much in evidence. However, there are some obstacles to further integrative steps.

Cooperation has never been an issue for two of our modern foreign language departments: the Italian and the Russian. Haverford has no Italian Department, and interested students have to come to Bryn Mawr to take courses. If they so desire, they may major in Italian at Bryn Mawr. In Russian, the two colleges have a jointly appointed faculty. First and second year courses of Russian are given both on the Bryn Mawr and the Haverford campus, the more advanced courses at Bryn Mawr only. Members of the Russian Department are full of praise for the healthy spirit of competition generated in co-educational classrooms, but have some reservations on the matter of their joint appointment. Being a member on two faculties entails twice the amount of administrative work.

The degree of cooperation varies in the other language departments. Serious obstacles exist on the elementary level of instruction. Classes meet three times a week at Haverford, five or six times at Bryn Mawr. Students advance at different rates, with the result that the second year students from the two colleges are no longer compatible. Bryn Mawr seems to be more determined to stick to its five weekly meetings than Haverford to perpetuate its three: beginning with next year, the German and Spanish Departments at Haverford will offer elementary language courses with five meetings per week -- the German Department only in one section and on an experimental basis. Yet it seems that elementary language courses, even if they should be run completely parallel, would not be integrated, but for reasons of practicality, conducted independently on the two campuses. There is one additional complication: Haverford students might find it impossible to cope with one intensive, five-hour language course in addition to four other courses. It might be necessary to give double credit for such a course and assign it two units--a controversial matter, from the administrative viewpoint. Yet coordination on the elementary level is the prerequisite for systematic efforts to cooperate in the more advanced classes.

Some language departments list advanced literature courses offered at Haverford in the Bryn Mawr catalog, and Haverford reciprocates. Departments plan course offerings and schedules in agreement with each other, not to mention extracurricular activities and guest lec-

tures. It is obvious that a greater choice of literature courses is desirable for students both here and there. The faculty benefits too: individual members can have a better chance to concentrate on areas of their own interest in their course programs than they would if each department were completely self-contained and had to cover a larger area with fewer people. Members of language departments have sat in and participated in the final examinations of majors at the other college who have done some of their work under them. Students at Haverford have found that some departments at Bryn Mawr offer a greater variety of systematic, carefully planned period course than they find at their college, and Bryn Mawr students have often been attracted by seminar-type courses on specific authors and topics that Haverford likes to offer.

Close cooperation on the graduate level would be automatic if Haverford had a graduate program. In fact, its lack of one raises problems whenever the question of joining departments completely is brought up: most members of the Bryn Mawr faculty do part of their work in the graduate school and could not become full-fledged members of a joint undergraduate department to the extent to which their colleagues at Haverford could.

Hugo Schmidt
Chairman of the German Department
Bryn Mawr College



Nina Daniels and Debbie Epstein join Haverford students in Prof. Roger Lane's History 12 class under the trees. More than one hundred Bryn Mawr girls are enrolled in Haverford courses.

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 Cavalario'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 fuzz, more fuzz) 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

May Day '66: A Question of Comic Relief

Fryde Mutton was just saying "You can run faster through the woods than a squad car can" to a group of attentive freshmen as I walked into the New Dorm basement shortly before midnight last Thursday. I remembered how we had been warned last year that the sadistic Burns men were ready to shoot, billy-club or arrest any intruder in heroic defense of Maypoles, chastity, and other sundries. Now I rejoiced at the prospect that Haverford was really going to mount a serious attack against the Merion poles.

Five or ten minutes later the traditional meeting to reveal this year's plans began. Standing on a chest were the two leaders, Mutton and Lancy Paxon. To their right stood John Gaymood, cigarette dangling from his lips and looking as if he had just returned from a caribou hunt. Next to him was the honorable Christopher Tong Lee-Sah, dressed in janitor's green and looking like a cross between a Bell Telephone wireman and Buster Keaton. Obviously these men were pros. I tensed in eager anticipation.

No Plans

Actually I would have done better to stay in my room. After a lengthy rendition of past May Days in all their glory, Fryde speaking with breezy informality, Lancy displaying his mastery of 1958 slang, we were informed that there were, at the moment, no plans. The only interesting moment came when Patric Kickoff, every Haverfordian's favorite Bryn Mawrter, brought in the news that the bells were ringing in Taylor. Somehow the significances of this pronouncement eluded me, but I will confess to being only a novice in these matters. The ugly head of police brutality was raised again when Paxon told us "There are ten to fifteen cop cars in the 'hot area' and about seven more patrolling around," a typically ridiculous claim in keeping with May Day tradition.

The upshot was that there was to be another meeting around 2 a.m. to reconsider. Not being content with this, I returned to Lloyd where I got together with a



Bryn Mawr and Haverford cooperate on the May Day raid.

small group of sophomores. We arranged to meet behind Baldwin ten minutes later. On our way there we encountered a group of freshmen (residents of Barclay's South Kingdom) who had gone over to Bryn Mawr earlier. Thus when we all rendezvoused behind Baldwin we numbered about fifteen.

Naturally wishing to keep our position secret, the first thing we did was to set off an M-2 firecracker. This big bang must have made a deep hit with the nubile residents of Baldwin. In any event, we decided to split up in small groups, reconnoiter (to use the technical word), and hope to storm the poles after the freshmen demolition experts (Ed Napper, Tom Backhand, et. al.) had made a diversion with their fireworks.

Denbigh Visit Is Pointless Camp

Slim Fritter, Brass Tackins and myself went off on a circuitous route that took us through some of the finer lawns on the Main Line and behind Spanish House, coming out in back of Denbigh. This was a pointless but enjoyable jaunt (a generalization one can usually make about May Day as a whole). It would have been easier to walk right up New Gulph Road but that, of course, would not have been Camp. After running into more members of South Kingdom and one cop rodding around in a BMC station wagon, our group of three eventually reached the far end of Radnor.

Here we snuck around for a while, creeping from tree to bush, trying to avoid the flashlight of one of the Merion defenders who occasionally walked our way, and succeeding in doing little but soaking our pants from the damp ground. The evening quiet was periodically punctuated by the sound of fireworks, but it was obvious that our pitifully small force could do nothing. Tiring of all this, and having taken the pause that refreshes, we decided to come right out and approach the police in the hope that I could hawk my journalistic wares and get an interview with one of Bryn Mawr's finest (police, that is).

I can't say we were received very hospitably. Showing the usual reluctance of a flunky to speak for the public prints, the cop we approached told us to move on. He did, however, consent to respond to the question of how he was enjoying the evening's labor. "I get such a kick out of this I can't believe it," he said with enthusiasm.

Making our way to Pembroke, we had a more pleasant conversation with the local lantern man. A veteran of

many a May Day, he was not surprised by any of the commotion which had taken place, nor did he find anything wrong in the precautions BMC had taken against Haverford aggrandizement. He himself was calm about the whole business but told us, "The watchman in Taylor Hall is so scared he wants to quit."

Wine and Maypoles

Just at this time Lancy Paxon pulled up with Kickoff. By some coincidence it was about ten minutes to two, and now we understood why nothing had been planned until after 2 a.m. We asked Lancy if anything was in the air and, with a hint of cheap wine on his breath, he told us to go back to the New Dorm. He ended curtly by saying "Don't talk, move!" Suitably inspired, we hitched a ride with Speed Lie and Hoppy Sampkins. When we informed Hoppy that it was May Day, he suggested with characteristic bluntness, "Why don't we go get a Maypole?" This well-thought-out proposal was squelched when Lie, who was driving, said "I don't give a damn about the maypoles," reflecting the realistic perspective of most Haverford upperclassmen.

The meeting at the New Dorm at 2:15 revealed that there was, in fact if not in brilliance, a plan. Very simply, we would attack in waves from different parts of the Bryn Mawr campus. Rendezvous points were established, as were approach routes. I might add that the tortuous routes used to reach BMC always provide the most ridiculous feature of the May Day raid (and that is saying a mouthful), as the police never care how you get to BMC but only that you don't get near the poles. Last year we simply went over in a taxi.

One hour later everyone was lying in wait. At 3:18 a.m., April 29, 1966, firecrackers went off and fifty or sixty screaming (or flaming) Haverfordians charged the maypoles. Rather unsuccessfully. Faced by twelve cops with flashlights, the Mongol hordes grew confused and contented themselves with occasional short-lived charges at the poles and with baiting the gendarmerie. The moral support of the girls in Radnor, Merion and Denbigh failed to arouse the passions of the invaders. Somehow Lancy Paxon was taken prisoner, and the evening ended rather ignominiously as (John Gaymood) the great white hunter, concluded what has to be the worst treaty since the sale of Manhattan by the Indians. In exchange for the release of Paxon, Haverford agreed to cease attacking the poles.

Invincible A Team

Nevertheless, May Day this year was not a failure. The day before a group of Haverford students, who wish to be known only as "four men, invincible, the A team" secreted the practice Maypole in Goodhart in a backdrop for "Long Day's Journey into Night." The pole and backdrop had been rolled up and suspended from a batten forty or fifty feet above the Goodhart stage. The Bryn Mawr authorities, inferior to the guile if not the physical might of Haverford students, had failed to recover it.

At 3:15 p.m. Friday afternoon a Haverford College truck staffed by one of the ground crew, three men of the A team and yours truly, pulled up to Goodhart. Backdrop and pole were quickly lowered, and by 3:25 the truck was on its way back to Haverford, bearing its precious cargo. On the way we were passed by a car whose driver bore a curious resemblance to President Borton. We, in turn, passed a police officer who seemed somewhat intrigued by our cargo. He looked even more quizzical when one of the A team asked him if he had been asleep the night before. By 3:40 the pole was back stage at Roberts. Less than five hours later it was making a pleasant addition to the Bill Monroe concert.

Secondrate Hopscotch

Having deposited the Goodhart pole in Roberts, we made a quick trip back to Bryn Mawr to catch the Maypole ceremony itself. Last year I had spent all of May Day eve at Bryn Mawr but had decided around 8 a.m. that the Friday morning breakfast of pancakes at Haverford would be a more worthwhile experience. Now I was anxious to see if all the ludicrous remarks I had heard about the Maypole bit were really true.

Without a doubt, they were. Shortly after 4 p.m. the procession began. Preceded by a small contingent of the Haverford Kazoo Corps playing a raucous melody which I recognized as the Maypole song, one hundred or so girls came traipsing up the drive from Pembroke. Monotonously clad in blazers, blouses and skirts of blue, white, and light green, they were sheepishly going through some kind of two-step march faintly reminiscent

of a second rate troupe of hopstotch artists.

Meanwhile, a few yards away at Merion Green, Miss McBride was waiting with two attendants colorfully clad as members of the Queen of Heart's court in Alice in Wonderland. The Burns men had unobtrusively blended into the surrounding foliage. As the girls reached Merion Green they broke for their poles, something like a Le Mans start in an auto race. Then, to the accompaniment of the ubiquitous Kazoo Clods, the Maypole dance began.

It looked like a painful experience. Exhibiting the smooth coordination and movements of a lame dog, the girls slowly weaved their way around the poles wearing expressions of mild embarrassment, singing songs barely audible over the laughter of Haverford students and the clicking of cameras. While this was going on a group of Haverford students from French House and 5th entry of Lloyd made one last attempt to disrupt May Day. Cunningly concealed in a dragon, they approached Miss McBride, bowed, and then slipped off for a fast smoke.

After the dance ended, everyone gathered around the center May Pole. Caroline Willis, honored as Queen for a Day, gave a nice little speech in which she discussed much needed reforms at Bryn Mawr. (Sample: close BMC for 1966-67). Then President McBride gave her own speech, which had been hastily written on the backs of envelopes. It was a charming talk but unfortunately the good woman lost most of her punch lines to the random laughter of the precocious daughter of Bryn Mawr English prof Peter Leach.

Following this the crowd moved over to the library for the annual Pem East dragon play. All I can say about this is that its quality was wholly consistent with the general reputation of that well-known dorm. After each class had been given a chance to sing some songs and the seniors had rolled their hoops, May Day was officially over.

Theater of the Absurd

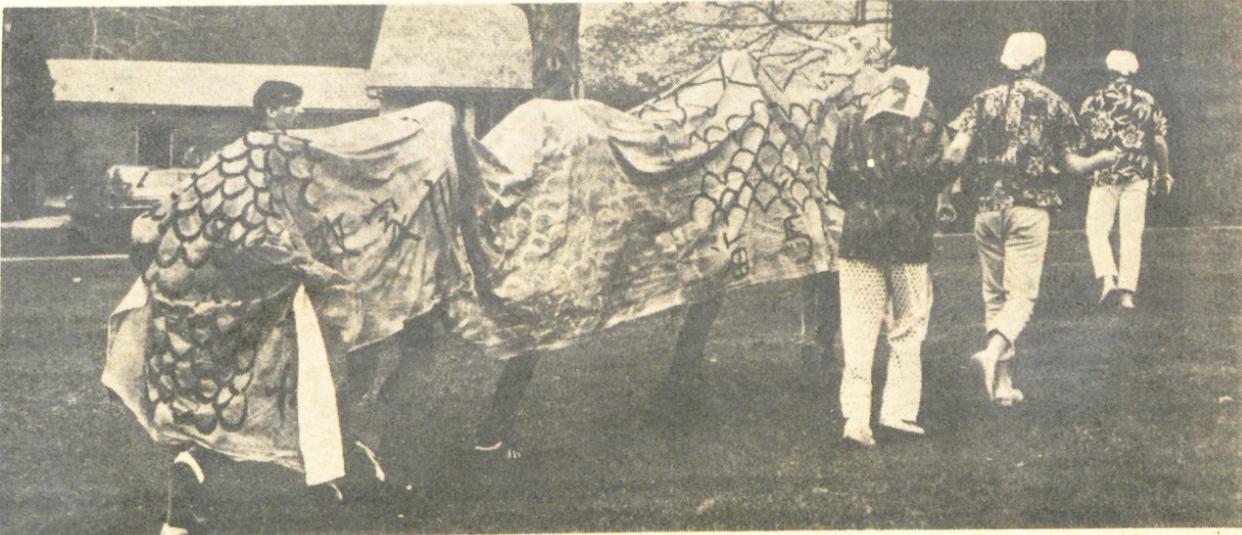
Looking back on May Day as a whole, my experience suggests that the whole thing is suitable for adaptation to the theater of the absurd. Consider, if you will, the efforts of Haverford students, freezing and wet, to somehow snatch a Maypole from right underneath the alert gaze of a dozen cops who for their own part, would rather be off getting plowed somewhere. Last year, when the poles were locked up in Merion, the Burns men were able to have a nip or two without any worries. This year they had to stay sober. Consider the attitude of the Bryn Mawr and Haverford administrations, the former absurdly protective of its sacred institutions, the latter almost contemptuously disdainful of its more energetic students. Consider the pained looks on the faces of Bryn Mawr girls participating in this farcical exercise.

Nevertheless, from the Haverford point of view, May Day can be a lot of fun. In a college growing increasingly dull of late, featuring fewer food and water fights, this is one of the few events remaining that displays the essential immaturity of the Haverford student at its best. It can be a real gas to run around the Bryn Mawr campus, hiding from your own shadow, watching firecrackers explode under police cars, getting soaked to the skin crawling on the ground.

Jamming police Walkie-Talkies

The most promising aspect of this year's raid was the evidence of technical ingenuity on the part of the Haverford student. An effort was made to jam police walkie-talkies by putting a jamming device in one of the BMC dorms. An attempt to inundate Merion Green under foam aborted with disastrous consequences in the arrest of two students but gives indication of a whole new promising field of special effects opening up. Last but not least the successful snatch of the Goodhart pole by the A team is to be commended.

However, drastic escalation will be needed for Haverford to overcome the garrison tactics currently in use at Bryn Mawr. As John Gaymood said in a Sunday evening post-mortem of the raid, "We were really surprised by the stiff resistance of the cops." Reflection over the last few days has led me to the conclusion that the best means of spoiling May Day would be to have the whole thing totally ignored by Haverford. Without the comic relief provided by our efforts, BMC girls would probably come to look on the whole thing as an even more ridiculous drag than it is now but would still be stuck with having to participate in it. That would be the worst fate of all. **Jack Rakove**



"... And burbled as it came."



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 . . .

Bluegrass Displays Instrumental Virtuosity

Mostly out of curiosity, partly at the suggestion of George Stavis, I crept into Roberts Hall last Friday for my first encounter with Bill Monroe and bluegrass music. I found the first five minutes almost exciting; the musicians played with pretty ferocious spontaneity and accuracy, a clear knowledge of each other and the tricks of group improvisation; there were even elements of virtuosity. To fasten attention on the music itself was disastrous; when, inevitably, one started noticing it the evening started rolling down-hill.

After several selections, it became evident that the only thing distinguishing one piece from another was tempo, and the occasional intrusion of vocal line. Fortunately, Monroe's garbled diction saved the audience from what must have been singularly fatuous lyrics. But the whine of those nasal voices, that insistence on the natural fourth, that crouched and smiling bassline, those innocuous cadences -- the monotony of it all drew out whatever blood and fervor were present in the performance's folk idiom!

There is no question that a lot of training is demanded for music of such immediacy and energy. The violinist had tight grip on clean intonation and healthy bowing, and he seemed to be one of the blessed few who enjoy performing, adding a little life to the grey-and-poker-faced presence of the banjoist and Monroe himself. But as is



Bill Monroe and The Blue Grass Boys

typical of most popular music, the playing of the group invoked, mainly, the embroidery of a few basic patterns of bowing or fingering, over the simplest of progressions.

My response was admiration for the cleverness and the difficulty of the patterns, the network and its articulation among the group. I don't care to remark on how different this is from one's feelings toward the far more sophisticated technical accomplishments of an Odetta, a Baez; to mention nothing of the warmth or depth of the American folk ballad at its best.

The audience, or rather most of them, did not share my disappointment. Devotees shouted requests and heaped violent applause on the performers. The music had its appeal, granted; the Arts Series does have its obligations to popular taste. However, I would venture to say that the value of "Blue-grass" music, like all strictly improvisatory music, is in playing it, not in listening to it. Taking out a guitar and putting your spirit into it can be great fun and very healthy; but it is only sometimes music. Monroe and cohorts do some interesting things, and get some interesting sounds; musically they are static, and they can only reinforce moods in an audience, not lead them to the higher experiences of more demanding listening.

Discipline doesn't stop with virtuosity, or technique; it begins with that. I think, what "Blue-grass" needs is an attitude that will make greater demands on it, as is the case with other forms of popular music. And here it has a subtly defined importance, the refinement of public taste. Unless such developments occur, I am going to read a novel or the newspapers when Bill Monroe performs again; I don't want to go out of my way to find the banal.

George Stavis and Paul Breslin

Beethoven's Mass Highlights Night

The combined choral groups of Bryn Mawr and Haverford Colleges, together with the Bryn Mawr-Haverford Orchestra, performed Beethoven's "Mass in C Major" Friday evening, April 22, in Goodhart Hall under the direction of Robert Goodale. The performance was solid, satisfying one. There were intonation problems in the strings at times, and an entry in the "Credo" that came out impressionistic rather than classical, but these flaws did not offset the total impression of cleanness and balance.

This "Mass" is a straight forward and vigorous, yet lyrical work, abounding with dramatic loud-soft contrasts and unexpected twists of harmony. All these features came out clearly. The orchestra (which had prepared the work in a very short time) did well, and the chorus did even better, especially in the energetic fugal passages. The four soloists were Patrice Pastore, soprano; Sarah Matthews, alto; Howell Zulick, tenor, and Robert Goss, baritone. Each one deserves praise for the graceful blending of the four voices that made their passages--mostly ensemble ones--a delight to hear.

Though in some parts of Goodhart the balance was said not to be good (par for the course in Goodhart), from where I sat it was excellent. Certain soft passages, such as the "Et sepultus est" might have been effective even softer, but in general the dynamics were well pointed up. Mr. Goodale's knowledge and love of the piece were evident in his finely-wrought presentation of it.

The concert began with a repeat of the earlier performance of the Marcello oboe concerto with Edmund Hazzard, '66, as soloist and Alexander Blachly, '67, as conductor. As before, Hazzard's outstanding playing and Blachly's clear and careful conducting lent a momentary glow of spender to the rather routine Baroque cliches of the music.

Professor John Davison

Bluegrass Music Monotonous

Bill Monroe's attraction to urban audiences is difficult to fathom. His music does not possess the complexity of classical or modern efforts, so the intellect is not sated by that means. In fact, any attempt to disparage Monroe for his lack of complexity must necessarily fail, for this ignores the basis of the music.

One of the first attractions of the city audience to Bluegrass is the instrumental virtuosity. The music is often fast and difficult to play. But a great deal of creativity is also involved. Much as in jazz, the standard pattern is to set up a simple melody and then play variations and improvisations. This often leads to wildly different versions with subtle syncopations and tim-

ing changes. Richard Greene, Monroe's fantastic fiddler, demonstrated his creations to the enthusiastic audience in his versions of traditional tunes like "Old Joe Clark" and the TOUR DE FORCE, the "Orange Blossom Special."

Monroe shone in his compositions such as "Rawhide," and "Roanoke," the first of which has become the standard piece for all aspiring mandolinists. Lamar Grier, the banjoist, while not as flashily as the others, displayed competence and imagination in both his backup and lead. The rhythmic backdrop was provided by Pete Rowan's excellent guitar work and James Monroe's solid, if uninspired, bass.

The other element of Bluegrass music, the vocals, is more likely to be ignored by the urban listener. Yet this is where the music carries its meaning. The singing has a raw, emotive character which has the same roots, if a different expression, as Negro country and blues singing. Monroe, for example, learned much of his style from a Negro blues fiddler with whom he played in his youth. The singing in Friday's concert was carried mainly by Monroe and Pete Rowan, the guitarist. Rowan's singing, like Monroe's, was clear and strong, if lacking in range of dynamics. Monroe himself, with his imaginative tenor harmonies and a voice that is solid from the top to bottom of its range, provided the vocal highlights of the evening.

In "Wayfaring Stranger," "I See the Light," "Uncle Pen," and "Sweetheart of Mine, Can't You Hear Me Calling," the group collaborated in smooth and exciting part-singing, and Monroe's rendition of "Muleskinner Blues" is something hard to forget. Those who think of Bluegrass as loud and flashy should note how Monroe controls his voice, with great sensitivity and deep feeling, over a range from a murmur to a shout.

The music, then, is of folk origins which reflect the feelings and needs of the people who developed as their own expression. In the hands of an artist like Monroe, this feeling can be expressed to audiences other than the people for whom it was originally intended. There may be some who find this music coarse compared to the classical fare we are used to. But folk music is not trying to replace Mozart and Haydn--nor Boulez and Stravinsky. It is -- an exciting personal music, and structurally simple, quite different from classical. It does not pretend to immortality. However a diet of unremitting profundity leaves one with a Gothic-towered, Teutonic mind. The great composers needn't turn in their graves if we hear some country music between symphonies.

DF DalMaso

Marnie Provides May Day Idiocy

The May Weekend was graced by the showing of Alfred Hitchcock's delightful MARNIE. As the smoke lifted and the lights died, MARNIE began with some of the most ridiculous acting seen in Haverford's crop of movies this year. Sean Connery, hairy chest and all, played opposite Tippi Hedren (Oh, most mellifluous of names!).

Connery was not playing his famous superman role, but rather a super-god role, however obviously neurotic. He not only befriended but married and cured (in that order, of course) the poor, beautiful, "lying, cheating, stealing but 'decent'" Marnie.

Having married her, his real fun starts. No, not that way. She is frigid and he is "kind" but he has the great fun of reading up on Freud, listening to her nightmares sleuthing around (or rather, having someone do it for him--he's not Bond now), and caring. With the aid of a farsical sister-in-law (Oh, what beautiful lines she has), his millions, Alfred Hitchcock controlled storms, and gobs of ridiculousness, he, in short, effects her dramatic cure. For those of you who had the great misfortune of missing the film, I shall spare the gory details and simply say that in the midst of Marnie's recall of a bloody and beautiful substitute for a primal scene, it turns out that her mother loves her after all. Exit the two love birds to live happily after.

A hearty round of applause should go to all the storms, colors, camera men and cliches that make MARNIE the treat it is.

Mitchell Wanhg



Troopleader Norman Miller brings his Boy Scouts to the cook-in.

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 room-mates 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 outnumbers 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 super-vises 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?"

Stickmen Top Redbellies; Lose to St. Joe's in 8th

by Jim Ritter

Haverford defeated Swarthmore 6-4 last Monday in a game which had been rained out the previous Saturday.

The stickmen jumped on starting pitcher Ebenezer Small for five runs and four hits in the first inning. Lead-off man Rick Smith singled to right and was safe at second when Small threw Sturge Poorman's grounder wildly to second and forced Poorman. Jarocki stole second, and fourth batter Don Urie walked. Dave Felsen beat out an infield grounder for a hit, and Smith scored. The next batter, Dan Murphy lined a single to left. Jarocki came home, and Urie, who appeared to be a sure out at the plate, knocked the ball out of the catcher's hands. Jeff Stevenson singled to center and Felsen scored. Third base coach Fred Szydlik, who was giving the green light all day, waved Murphy in. In a play at the plate almost identical to Urie's, Murphy knocked the ball from the catcher.

Haverford held their five run lead until the fifth inning. After pitcher Don Urie got the first batter to ground out and struck out the second one, centerfielder Chuck Herbert singled to left field. Herbert reached second on a passed ball, and Urie walked. Dave Swanson to put men on first and second. Clive Summerton reached first on a fielder's choice, loading the bases, and Ron Truitt rapped a single to right, scoring Herbert and Swanson. Kamen singled to left, and Summerton and Truitt crossed the plate.

The Fords picked up one more run in the seventh when Rick Smith beat out a grounder down the third base line which pitcher Small threw into right field. Smith reached third on the error and scored on Jarocki's sacrifice fly to right.

The high point of excitement came in the eighth inning. Murphy, who had singled to center, stole

second base. The catcher's throw down to second went into centerfield. Centerfielder Herbert bobbled the throw and Murphy, who had been on his way, rounded third and headed for home. Third base coach Szydlik decided that Murphy did not have a chance at the plate, and when he saw that he wasn't slowing down, he, as Murphy put it: "... knocked me down, then picked me up and pushed me back toward third base." The umpire promptly called Murphy out for interference. Szydlik seemed to disapprove of the call, and there was a generally felt concern for the umpire's safety.

The Ford's decisive victory over the Redbellies in this Hood Trophy contest raised their record to 5-3.

In spite of inclement weather last week, the baseball team man-

aged to play and lose to St. Joseph's 6-5.

St. Joe's scored first in the second inning when Ford starter Amos Chang walked lead-off batter Butz. He advanced to third on Ted Hinkel's single to right, and scored on a wild pitch.

Haverford came back in the fourth. Don Urie struck out, but Jim Ritter walked and went to second on Jeff Stevenson's single to right field. Glenn Swanson made it to first on a fielder's choice, and the bases were full with only one out.

The St. Joe's chucker, Carl Gaffrey, proceeded to walk catcher Keith Tunnell, thus scoring Ritter. Chang flew out to the centerfielder for the second out, but Skip Jarocki smashed a double to right, scoring Rick Smith, who had gone in to run for Stevenson, and Swanson.

Haverford held their 3-1 lead comfortably until the seventh inning. A throwing error by Glenn Swanson on a hurried play put Gaffrey on first with none out. After shortstop De Angelis popped out to Swanson, another error, this time by Felsen, put another runner on. In a strategy move, Vince Martini came to bat in place of Harrington, the eighth man in the batting order. Martini knocked one over the Little League left field fence and St. Joe's led 4-3.

Don Urie evened things up in the top of the eighth. The lead-off hitter that inning, he blasted the ball out of the park. But St. Joe's also scored in their half of the eighth. After Sabion grounded out to Murphy, Butz doubled to left field. In an effort to get Hinkel on a close play at first, Murphy threw the ball away. Gaffrey grounded out, but then De Angelis rapped a double into centerfield knocking in Hinkel and making the score 6-4.

In a desperate effort to pull it out, Haverford managed to get its first two batters of the ninth inning on base. Keith Tunnell got an infield single, and Sturge Poorman, pinch-hitting for Chang, doubled to right. With runners on second and third, Jarocki struck out, Felsen grounded out to shortstop scoring Tunnell, and Murphy fanned, ending Ford hopes.

Queens' Player Wins Tourney

The winner of the Middle States Lawn Tennis Association Inter-Collegiate Tournament for Women, which was held at Bryn Mawr last weekend, was Marilyn Aschner of Queens College. Marilyn, who is ranked nationally as number one junior player, lost only three games in the entire tournament. She beat Lola Atwood, one of Bryn Mawr's two representatives, in the quarter-finals.

Donna Barker of Wheaton College lost to Marilyn in the finals. Donna beat defending champion Jane Hartman of Gettysburg in the semi-finals. She also defeated Ann Johnson, the second Bryn Mawr representative, in the second round, 6-3, 6-1.

Eighteen eastern colleges, their locations ranging from New England in the north to Washington, D. C., were represented in the tourney by 34 girls.

The matches began Friday and ended Sunday afternoon. Several were forced inside by the weather.

Ford Linksmen Bow To Three Opponents

by Arch Ruberg

The Haverford golf team continued its disappointing season with losses to Lehigh, Franklin and Marshall, and Muhlenburg.

The Muhlenburg match was one of the closest of the season, but better balance gave the visitors a 10-8 victory. Top men Frank

Engel and Bob Herron played very well, shooting 76 and 79 respectively, recording 3-0 and 2-1 wins. Engel's round was the best of the season for the Fords, and might have been even better had he not bogeyed the last two holes. Dick McConaghy also won, 2-1/2-1/2, scoring an 83. But Eric Brown, Pete Loesche, and Clyde Lutton were only able to manage one half point among the three, enabling Muhlenburg to take the match despite decisive losses in the No. 1 and 2 positions.

Against Lehigh and F&M on May 2, the squad had even less success. Bob Herron played an inconsistent round, shooting a brilliant 35 on the front nine at Merion, but falling to 44 on the back for a total of 79, good for a 2-1 victory over Lehigh and a 2-1 loss to F&M. But Engel, in his worst performance of the year, scored an 82, and fell to Lehigh 3-0 and to F&M 2-1/2-1/2. Except for Eric Brown's 2-1/2-1/2 decision against his Diplomat opponent, no other Ford golfer was able to win a point. The final count showed 16-2 and 14-4 defeats at the hands of Lehigh and F&M respectively.

Engel, questioned after finishing several drafts of his latest economics paper, tried to explain the causes of the disastrous season. "We've been besought with putting woes; even on our home course," shouted the Ford golfer in an understatement.

Week's Athlete Tom Trapnell

Junior track captain Tom Trapnell has been chosen as this week's Haverford Athlete-of-the-Week. He took two first places in last week's narrow loss to the Franklin and Marshall Diplomats. Despite slow times on the wet F & M track, Trapnell had little trouble in capturing the 120 yard high hurdles and the 220 yard low hurdles.

Even though he is nursing a case of shin splints, Trapnell has been one of the more consistent performers on this year's team. He has scored 38 points in five meets this season, taking six firsts, two seconds and two thirds, and is the leading scorer on the team.

Trapnell doubles as end on the varsity football team in the fall and forward on the second-place Junior B intramural basketball team in the winter.



Doug Meiklejohn uncorks serve in Swarthmore match.

Garnet's Courtmen Bomb Ford Squad

Having been soundly thrashed by a strong Swarthmore squad in a postponed match last Monday, the Haverford tennis team enters the Middle Atlantic Conference tournament at Lehigh today. Bob Swift is the Ford singles entry while Dave Koteen and Doug Meiklejohn will play doubles. Swarthmore is defending champion.

In Monday's match the Redbellies won all but two sets to crush the home netmen 9-0 in a rather ignominious defeat. The match was originally scheduled for Saturday but was put off after last week's monsoon weather. The clay was still wet and slow on Monday.

Jim Predmore, moving up from number two last year, dominated Bob Swift with a hard backhand and good net play to take the Ford first man 6-1, 6-1. At number two the Garnet's Roy Van Til had little trouble with Doug Meiklejohn, the Ford co-captain falling 6-3, 6-3. Dave Koteen at number three used his usual strategy of the deep lob but was unsuccessful, dropping both sets 6-4, 6-0 in a short match.

Steve Greif, the team patsy-baller and winningest member, lost the first set 6-1 but used the great patsy-ball equalizer to make the second set a closer 7-5. Dave Delthony and Tom Bretl, the fifth and sixth men, lost to Dave Laitin and Bob Kneisley. Delthony dropped his match in a quick 6-1, 6-2, and Bretl followed suit with a 6-0, 6-1 loss.

The first doubles team of Koteen-Meiklejohn won one of Haverford's two sets for the day in a match that went 6-1, 4-6, 6-1. Bob Swift and Al Aladjem, previously undefeated at second doubles, lost the closest match of the day 6-4, 6-4. Aladjem combined good net play and smashing serves to relieve the tiring Swift.

In the last match Haverford took its only other set as Greif-Delthony lost 6-2, 2-6, 6-1.

Swarthmore is always a powerful team, but this year's defeat was unusually devastating. Under their nationally known coach, Ed Faulkner, the Garnet fielded a team which simply outclassed Haverford on a day when none of the Fords played well.

F & M Defeats Fords As Trackmen Improve

by Jack Rakove

The Haverford track team took a short trip up Lancaster Pike to meet Franklin and Marshall April 27 and made their best showing of the year to date, losing 72-58. The Fords, however, were not at all disappointed by the final score.

The trackmen made their best showing in the 120 yard high hurdles and 220 yard low hurdles. Tom Trapnell and Bob Singley finished first and second, respectively, in both events, while Phil van Newkirk added a third in the highs.

Pete Batzell and Terry Little finished one-two in the 440 yard run to provide Haverford with eight more points. Batzell's winning time was 52.9. Renner Anderson added six more points with two second places in the 100 and 220 yard dashes.

Denny Lanson notched his second victory of the year in the half-mile, winning in a slow time of 2:07.7 on the rain dampened F & M track. Running at his usual steady pace, freshman Steve Rolfe took second in the mile in 4:43.

Terry Little took first place in the two-mile to stay undefeat-

ed for the season. Bob White was third behind Little's winning time of 10:12.

Freshman John Sargent scored Haverford's first points of the year in the pole vault, cracking the 8-foot barrier to take second with a vault of 8'6".

Marsh Robinson pounced over the high jump bar at 5'8" to tie his F & M opponent, but took second on the basis of more misses.

Vance Senecal lost for the first time this year in the javelin, but did take a third.

In the last event of the day, the mile relay, the Fords survived a dropped baton by Lanson to win their first of the season. Batzell, Rolfe, and Little rounded out the team.

Two days later the same motley crew journeyed to Franklin Field to compete in the Pop Haddleton Mile Relay, named after the former Haverford coach. This time Lanson held on to the baton, but his slow time of :58 hurt Ford chances. The other members of the team all ran sub 53-second quarters but Haverford's time of 3:37 was only good for a sixth. The Cadet quartet from PMC won the event in a fair time of 3:28.3.

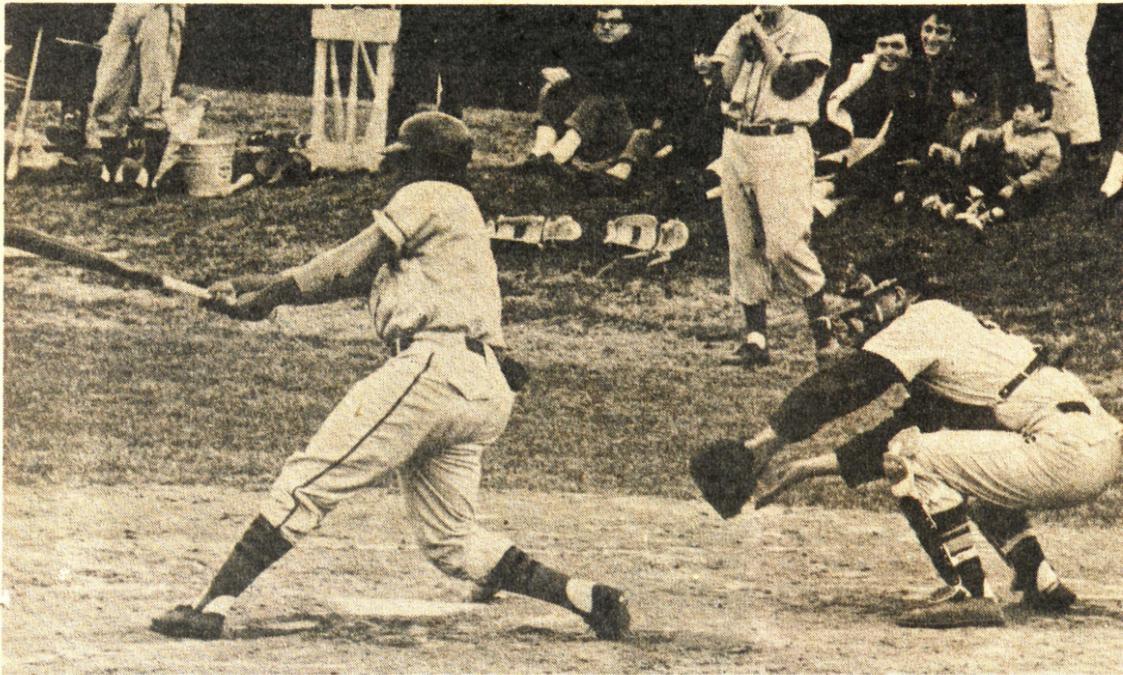
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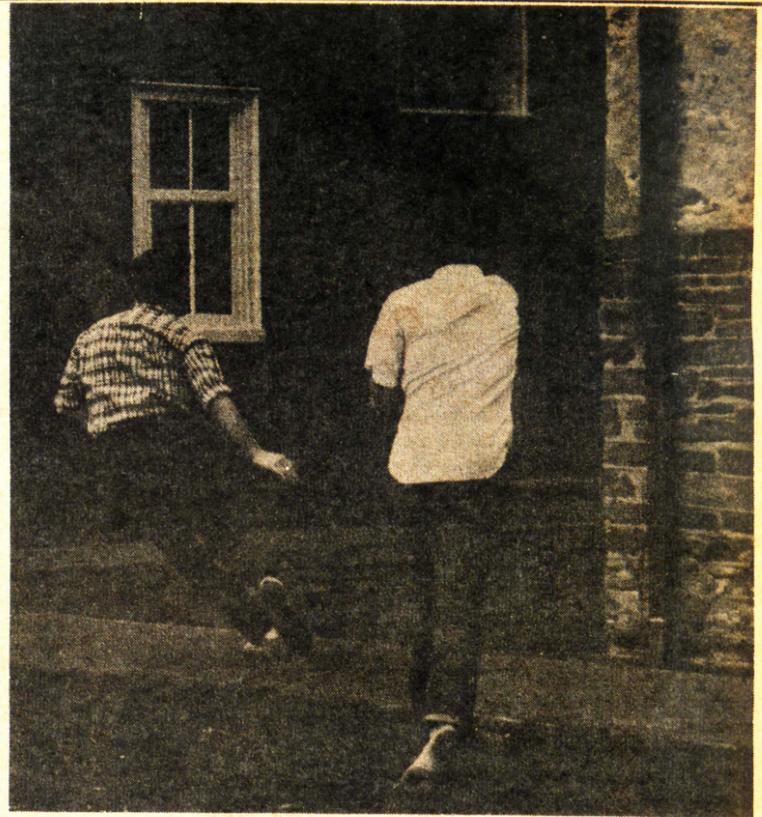
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Haverford Spring Sports



Appreciative onlookers watch Keith Tunnell take a mighty chop.



Founders' boys work up a new load of sweat at Wall-Ball.



Bob Swift volleys an overhead.

Swarthmore Wins Hood Trophy, Captures Seven of Ten Contests

Swarthmore has once again wrapped up the Hood Trophy race this year. With only the golf results still unknown, the Garnet varsity teams have picked up points in seven of the ten contested sports while Haverford only owns victories in two, basketball and baseball.

Exploding for five runs in the first inning of last Monday's baseball game at Swarthmore, the

Fords held on to win 6-4 behind Don Urie's pitching.

The typically good Haverford tennis team met the always powerful Garnet netmen here last Monday and were manhandled 9-0.

Track was predictably overwhelmed April 23 Saturday by a 92-41 score. Terry Little, Tom Trapnell, Vance Senecal, and Marsh Robinson took first places for Haverford.

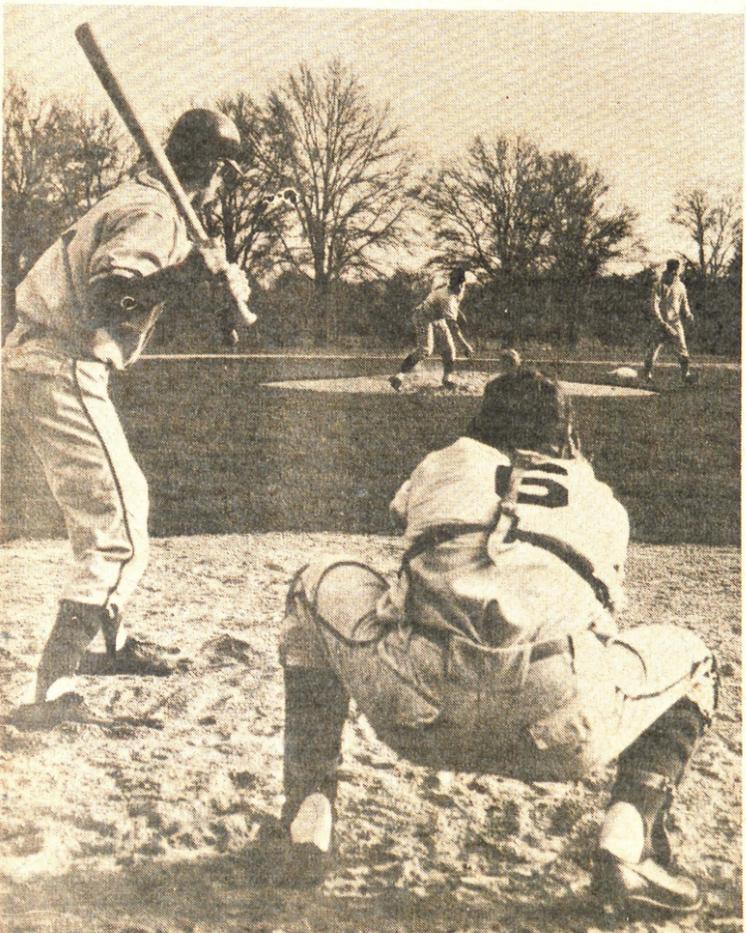
The Ford's only other victory of the year was notched when the second place MAC basketball team dumped the Garnet 74-46 at home, after beating them 74-54 earlier in the season.

Wrestling made its best showing in years, losing an exciting match in the heavyweight divisions. Tim Loose, Bill Yates, and Doug Ross won their bouts. Swimming was beaten rather decisively in a meet at the Garnet pool.

Swarthmore made a clean sweep of the three fall sports. Haverford's surprisingly good soccer team was outthusted by the Garnet and shut out 2-0.

The Redbellies' MAC champion football team capitalized on crucial Haverford mistakes to beat the Ford eleven 21-0. Cross country ran well but lost.

Looking ahead to next year (almost always a grim chore of the NEWS Sports department), the Redbellies will again be a favorite to retain the trophy. The big problem is that in several of the sports where Haverford has reasonably good teams--soccer, cross country, swimming, tennis--the Garnet is also tough and usually a little bit too tough to defeat. Nevertheless, a Haverford victory in the Hood Trophy contest is far from impossible. The outcome hinges on four sports--soccer, cross country, wrestling and golf--where each school competes on more or less equal terms. With a few breaks, implausible as it may sound, the Hood Trophy can return to Haverford.



Dave Felsen faces a Don Urie pitch in practice.



Andy Pleatman whiffs at Leeds Ball as catcher looks bored.



Pete Batzall takes second in 440 against Garnet.

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Prof. Bachrach Advocates Individual Participation

Following is the third in a series of Curriculum Committee articles concerning the Bryn Mawr department heads.

by Dorothy Hudig

Peter Bachrach, chairman of the Political Science Department at Bryn Mawr, lives and writes "participation" on the individual level.

His consciousness as a social scientist began when he was about 16 and growing up in Chicago: he calls himself "a child of the New Deal." It was then that he became aware of the possibilities of individual action. He remembers the "ugliness of street corners, idle men, hostile crowds, soup kitchens, veterans selling apples, and the desperation of the unemployed" in contrast to the well-to-do urban areas with the "frightened guilt" of their residents. He watched "crackpot ideas coming into something:" ideas like that of Townsend in California, who advocated a monthly allotment to everyone over a certain age, which developed into Social Security. He also remembers the "spontaneous strikes" and the hope of change.

As an undergraduate at Reed he participated in the Student Council, and was president of the American Student Union, an SDS-type organization. He feels that the Reed students were instrumental in a major change--the ousting of the college president. The president had come into disfavor for trying to make Reed "respectable" and for "firing independent, tough-minded teachers." The situation came to a crisis when the Student Council invited a pacifist on bail to the campus as a speaker, and the president vetoed the speaker as not being of sufficient standing to lecture at Reed. The students called a mass meeting to which the President came uninvited. The president took the platform, and subsequently lost his temper. The faculty gave tacit support to the students, and later brought the issue of the college presidency before the Board of Directors who dismissed the president. The students claim leadership for "sharpening the conflict."

After undergraduate studies, Mr. Bachrach went to Harvard for his Ph.D. From a teaching fellowship at Harvard, he came to Bryn Mawr in '46.

In 1958 he received a Ford Fellowship for teaching and research into student attitudes at the University of Puerto Rico. His two Rockefeller Fellowships supported the development of his book, *THE THEORY OF DEMOCRATIC ELITISM*, which will be published by Little, Brown and Co. in January, 1967.

Mr. Bachrach argues for "maximum feasible participation" in decision-making and questions "Efficiency for what?" He feels that the time has come to try the

"democracy of the factory system," which has never been really applied. This system would be concerned with both the products for the consumer, and also the well-being of the worker. Application of such a system would mean that the \$3.25 -per-hour laborer in a steel factory would have a voice in who his superior would be, and that students would have a say in the type of courses offered in a university. The system has bounds: one must confront

the "problem of expertness" or the ability for only certain people to comprehend certain situations, and the problem of motivation. The foundation of Mr. Bachrach's faith is "instinctive workmanship": the desire of the individual to have a real challenge or a real role. Mr. Bachrach admits that the concept is unorthodox in that those who have grievances usually are the ones who pressure for change, and in this case change is proposed to those who live in silent alienation.



Cast from O'Neill's "Long Day's Journey into Night"--Chuck Strang, Munson Hicks, Margaret Edwards, and Steve Bennett--practice for performance May 6 and 7 at 8 p.m. in Roberts Hall.

News in Brief

BMC Essay Contest

Bryn Mawr seniors wishing to compete for the M. Carey Thomas Essay prize must submit entries to the office of the President not later than 4 p.m. Monday, May 16.

Each student may submit one manuscript, either a story, a piece of narrative, or an honors paper. No more than one entry will be accepted from each candidate.

If an honors paper has been handed in to a department, the student may request the instructor to submit it to the committee, but in that case the instructor must deliver it to a member of the committee not later than May 18. The committee consists of Mr. Berthoff, Mrs. MacCaffrey and Mr. Patten.

Dedijer to Speak

Professor Vladimir Dedijer, Scientific Counselor of the Institute of History in Belgrade, Yugoslavia, will speak on "The New Look in Eastern Europe" Tuesday at 4:30 p.m. in the Common Room of Goodhart, under the auspices of the Bryn Mawr Political Science Department.

Professor Dedijer was Visiting Professor of International Studies at Cornell during 1964-65. He has been delegate of Yugoslavia at U.N. General Assemblies, at the Paris Peace Conference in 1946, and at the Conference of Foreign Ministers for the Austrian Treaty, Moscow, 1947.

Hoberman Scholarship

John Hoberman is the recipient of the Augustus Taber Murray Research Scholarship, a renewable stipend of \$900 awarded in English literature or philology, the classics, German literature philology, to a graduating student for study elsewhere towards a Ph.D. degree.

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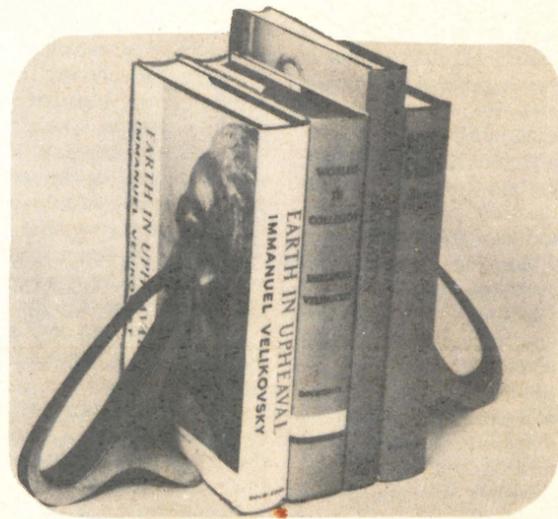
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(Continued from page 1)

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

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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