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THE COLLEGE NEWS

VOLUME XI NUMBER 1

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BRYN MAWR COLLEGE

SEPTEMBER 20, 1989

Realizing the dream: Perry House library opens

BY CHERYL LEE KIM

Thursday, September 28, the Perry House Library was officially opened. Amy Ongiri, Co-President of Sisterhood opened the ceremonies by quoting Marcus Garvey: "A people without a knowledge of their history is like a tree without roots." The absence of a library which connects Black students with their history has been glaring.

Ongiri continued, "Today is a solemn moment for Sisterhood members. We are here to realize a dream. We didn't get here on our own. Many of our sisters before us envisioned this dream, and we stand here today with pride to say 'Welcome.' The history of African-American students at Bryn Mawr has been as a tree without roots. Today we are planting those roots."

Approximately 150 students attended the opening. Mary Patterson McPherson, the deans, and faculty members were also present. The Bryn Mawr Gospel

Choir performed the Black National Anthem, and President McPherson then ceremonially cut the ribbon to the library.

Kira Watson and Daniela Ballard, as Coordinators of Perry House, were instrumental in arranging the opening.

Efforts for the library began two years ago. Denise Tuggle (BMC '89), initiated the position of Perry House Coordinator,

and during her term began the task of collecting and cataloguing the books. The separate position of Perry House Library Coordinator was begun the next year, and was held by Jennifer Woodfin. The work has been continued by the current Library Coordinator, Tamara Beauboeuf. The library has been compiled through donations, and currently contains

approximately 500 volumes.

Ongiri noted, "A lot of books which are considered 'classics' are not in the library [Canaday] - for example, *Wretched of the Earth* by Frantz Fanon which is a classic in African-American literature."

The books are catalogued using Library of Congress numbers. The Library Coordinators had to generate their own cataloging system. Beth Mann, a staff member at Canaday generously donated her time and knowledge.

The Perry House Library is open to all members of the Bryn Mawr community. The check-out period for books is two weeks. Because the books are not readily available at other locations, it is vital that the circulation be rotated frequently. For the same reason, fines will be levied for late and lost books.

The expansion of the library is dependent on continued donations from the community. If you have any books, you'd like to donate, please contact Tamara Beauboeuf (Box C-18)!



Many Mawrters gather for Perry House library opening. Photo by Gretchen Jude.

Women's Studies experience major difficulties

BY LAURA VAN STRAATEN AND GRETCHEN JUDE

The beginning of the autumn semester is often filled with the excitement and anticipation which accompanies the return to study of subjects truly loved. For a number of eager Bryn Mawr students, however, the beginning of the semester held only frustration, competition, and disappointment.

It has been several years since Bryn Mawr became officially committed to offering significant course-work in Women's Studies. The first independent Women's Studies major was awarded by Bryn Mawr College in 1985; a Women's Studies minor has been offered at Bryn Mawr since 1987. Each year more students apply for the minor and each year more students pursue an independent major in Women's Studies. The Committee on Feminism and Gender Studies expects many more majors and minors in Women's Studies when the current sophomores declare their academic plans.

Yet despite the obvious enthusiasm for Women's Studies on the part of the students, there are only seven upper-level classes in the bi-college community this semester which are explicitly devoted to gender issues: four 300-level (three of which have limited enrollment) and three 200-level. Three of these seven classes are at Haverford. One course, "Contemporary Women Writers," was closed to Women's Studies majors, and only available for English majors. Another 300-level course, "Topics in Social and Political Philosophy," has been complained about because of overcrowding, and because the alleged gender focus in the class has been slighted for more focus on issues of religious exclusion. In addition, two of the 300-level courses meet simultaneously.

Having so few courses for Women's Studies students means fierce competition to get into classes. One example is English 358, "Women of Talents," a literature course taught by Professor Katrin Burlin. At the first class, approximately seventy students lined the

stairwell of the English House, each waiting for the brief interview which would determine who would be one of the fifteen chosen.

Even classes without limited enrollment are often open only to seniors and juniors with the concentration or major. This creates a vicious cycle for

underclasswomen: they can't get in because they don't have the prerequisites, and they don't have the prerequisites because they can't get in. In addition, people who seek challenging classes focusing on gender issues as electives, are often disappointed or are forced to

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Choice March in Harrisburg

BY LISA ANN ARELLANO

On Tuesday, September 26, The Bryn Mawr chapter of NOW and the Bi-College Coalition for Choice bussed and vanned nearly 130 Mawrters and Fords to Harrisburg for a statewide lobby day for Choice. The day began with a rally on the Capitol steps. Speakers included Molly Yard, national coordinator of NOW, and Representative Karen Ritter, House sponsor of the Reproductive Freedom and Health Package. Contrary to threats of rain, the sun was shining and the steps and sidewalks were well populated (an estimated 5500). Many Choice advocates carried balloons, signifying the support of individuals who were unable to be in Harrisburg.

After the morning event, the time came to organize and approach the legislators; the Supreme Court decision in Webster vs. the State of Missouri left decisions regarding reproductive rights in the hands of elected state officials. Before turning the would-be lobbyists loose, members of the ACLU (American Civil Liberties Union) and the full-time Choice lobbyist in Harrisburg held a briefing section. Explaining the finer points of current legislative activity around the issue and how lobbying works as a process of political change, they stressed above all the importance of being non-confrontational when speaking with representatives or senators, and

"building bridges" rather than creating more hostility.

The newly introduced "Reproductive Freedom and Health Package" was the central focus for the lobbying efforts. The package is a set of nine bills ranging from the Reproductive Privacy Act (prohibiting government interference with a woman's choice of contraception, abortion, or delivery) to Day Care and WIC Nutritional Funds. Although a co-sponsorship of the package in its entirety is preferable, adamantly anti-Choice officials are lobbied to sponsor some of the bills.

The Bi-College choicers concentrated their efforts on the Representatives and Senators for the Bryn Mawr and Haverford voting districts, most notable among them being House Republican Stephen Freind. When the budding activists arrived in Freind's office, there was already an energetic crowd gathered in his office, his reception area, and the hall. With a bit of luck, they were the last group to get an audience with Freind in his office, as opposed to becoming part of the mass questioning group in the hall. Led by the outstanding spokeswoman of Jessica Bass, the group ran through the Package, and discovered that Freind was, indeed, anti-choice, but that he was, liberally supportive of childcare, WIC nutrition funds, and family planning (providing

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Mawrters march at Harrisburg. Photo by Elizabeth Schubert



CURRICULUM: Institutional commitment to diversity and feminism

see centerspread, pages 6 & 7

EDITORIAL

Self-government is a byword in the Bryn Mawr community. SGA was the first autonomous student governing body in the country. Our Honor System is a model of its kind.

SGA and the Honor Board are the mechanisms through which the principles of self-governance are implemented; they are the tools by which we maintain our autonomy. We tend to take this autonomy for granted; however, it is maintained only through the dedication of individuals.

SGA and the Honor Board are perceived as being distant from the community. Their role in facilitating our system of self-governance situates these bodies solidly in the community. Each member of this community shares responsibility for self-governance.

Currently up for reconsideration is the Bi-College Alcohol Policy. It has been reviewed by the Honor Board and will be presented to the community with revisions. The revised policy needs to be passed again. This issue has serious implications for our system of self-governance.

Passing the policy last year was a difficult task. Student reactions to the institution of the policy have been mixed, and the current attitude seems to be one of aggrieved tolerance.

For legal and practical reasons, an alcohol policy is inevitable. The question before us is whether we want to accept a policy handed down autocratically by the administration or keep responsibility for our actions in our own hands.

Fundamentally, the idea of an administratively imposed alcohol policy runs counter to the ideas and philosophy embodied in the Code. At the core of the Code and our community is a trust in each individual's ability to conduct herself according to the common values we hold. It is this trust that also allows the student body its powers of self-regulation.

A student administered alcohol policy preserves the basic trust not only in each individual's abilities of self-regulation but also protects the self-governance of the student body as a whole. It would be an unacceptable contradiction to the basis of our community to decline the opportunity to implement our own alcohol policy, and instead allow the administration to impose one upon us.

Pill a pre-conception birth control device

To the Editors:

For the most part, I was extremely pleased with the extensive coverage of reproductive rights and reproductive options in the September 25th edition of *The College News*. I was, however, rather dismayed to see the Pill classified among "methods of contraception that function after conception" in the article "Webster v. Missouri- What does it bode for Choice?" While oral contraceptives can be defined as working after conception in some instances, I feel that the statement made is far too broad.

As I understand it, there are two types of birth control pills, one which contains only progesterone, and one which contains a combination of both progesterone and estrogen. The first type works in three ways: by preventing the release of ova from the ovaries, by keeping sperm from reaching any egg that might have been released, and by making the uterus less receptive to any ovum that might have been fertilized. Only in the last instance could this method of birth control be described as "functioning after conception." The second type of oral contraceptive, the one containing a combination of progesterone and estrogen, works by preventing the release of eggs from the ovaries; it does not, therefore, take effect after conception.

While I do appreciate how easy it is for such an oversight to occur, I feel that it is extremely important to keep the facts as clear as possible when dealing with an issue as sensitive as that of reproductive options and reproductive rights.

Jessica Jernigan '93

Environmental issues for sale at BMC/HC

To the community:

This letter is being written in response to Bryn Mawr-Haverford's "Non-Credit Environmental Course for Students", held on Wed., Sept. 27. There were three speakers present, all spokesmen from major corporations: Philadelphia Suburban Water Company, Waste Management, Inc., and Pennsylvania Power and Light. The latter two of these are notorious for their disregard of environmental safety and their powerful and effective resistance to environmental reform. The other, Phila. Suburban Water Co., is far from active in promoting water safety.

The lecture, rather than providing an opportunity for learning, provided the speakers with a medium for disseminating propaganda and public relations misinformation for their respective companies. (Of course, we had expected no less.) The content of each speakers' talk focused on his company's activities and "successes" with regard to protecting customers and the environment. We were shown company statistics, company products and company policies, and assured that water safety, environmental protection and energy conservation are and have always been priorities, regardless of public or legislative pressure. Thomas Yohe, of P.S.W.C., went so far as to describe the Clean Water Act and the Clean Air Act as "knee jerk legislation resulting from misinformed public pressure." The Clean Water Act was one of the first and most fundamental pieces of national legislation passed by Congress to ensure water safety. It regulates the amount of waste companies can dump into our water by requiring all companies to obtain a discharge permit, and by fining those that violate their permits. The Act also provides federal funding for the construction and maintenance of sewage treatment plants. The Clean Air Act restricts the amount of waste that can be discharged into the atmosphere.

It is important to corporations such as these to maintain influence over public opinion. In order to fight reform that threatens their profit-motivated interests, they must be assured of an uninformed and uninterested public. If Waste Management, Inc. can convince people, as Bob Ely of their Community Relations branch attempted to do, that landfills are harmless and incinerators ("trash-to-energy plants", as Bob Ely described them) are safe, they can continue their virtual monopoly over these disposal systems and insure W.M.I.'s enormous profit gains.

It is disturbing that these spokesmen were invited to Haverford to address concerns about the environment. Clearly, their interest in speaking with students was not simply motivated by a desire to educate us. For future courses on the environment, we would hope that representatives from non-profit environmental organizations be invited as well as representatives of corporations.

Mark Newman BMC '92

Annick Barker BMC '92

Sandy Horning BMC '92

Abigail Evans BMC '92

Noelle Goode BMC '90

Sexual harrasment does not equal rape

To the Editors:

I read with dismay Laurie Dixon's article to the *College News* about the unacceptable incident that occurred between her and the Swarthmore van driver last spring. I was dismayed on two counts. Firstly and most importantly, the fact that such an incident has occurred and conceivably could occur again makes me as a woman feel vulnerable and afraid. As Laurie correctly pointed out, her experience raised the issue of how safe we are, even in such a sheltered community as Bryn Mawr. The feeling of "being in danger of assault or rape" is one of the worst feelings a woman can have.

However, I feel that Laurie failed to differentiate between having been harassed, which she undoubtedly and unfortunately was, and having had a potential rapist actually attack her. I understand that the fact that the bus driver potentially could have raped her was as frightening to her as it would have been to me. Even so, I feel that the fear of "being in danger of rape or assault" does not justify calling a man who neither assaulted nor raped her a rapist. Her statement that "his continuing presence in this community is a threat to all women, a threat of rape" seems unfair in this situation. This man's behavior was thoroughly unacceptable. His termination was a wise precaution, and I am grateful to Laurie for sharing her experience for my safety as well as the safety of every woman in this community. But I think that her conclusion, that "he's got to be stopped before he rapes someone" is unjustified. This man's actions unquestionably demonstrated that his presence was a continuing risk of harassment. We do unquestionably have the right to dress and act as we please. This man's violation of Laurie's rights proved beyond any shadow of a doubt that he does not belong in our community. But I do not believe that his actions show him to be a rapist.

Elizabeth Knapp

Submissions, articles, letters, etc., for the next issue of the semester: DUE SATURDAY, OCTOBER 21 AT 10AM IN THE ROCK OFFICE. Please submit on Mac disk. We reserve the right to cut late articles.

THE COLLEGE NEWS

BRYN MAWR COLLEGE VOLUME XI, NO. 2 OCT. 4, 1989

Editors
Thida Cornes
C-215 526-5782
Cheryl Kim
C-1299 526-7547
Rachel Perlman
C-205 526-5482
Beth Stroud
C-1515 527-5536

Arts Editors
Shari Neier
Jamie Tortorello

Layout Editor
Tracy Trotter

Photography Editor
Gretchen Jude

Editorial Board
Mary Elizabeth Cave, Thea Gray, Gretchen Jude, Siyon Kim, Shari Neier, Liz Penland, Jamie Tortorello, Tracy Trotter, Laura van Straaten

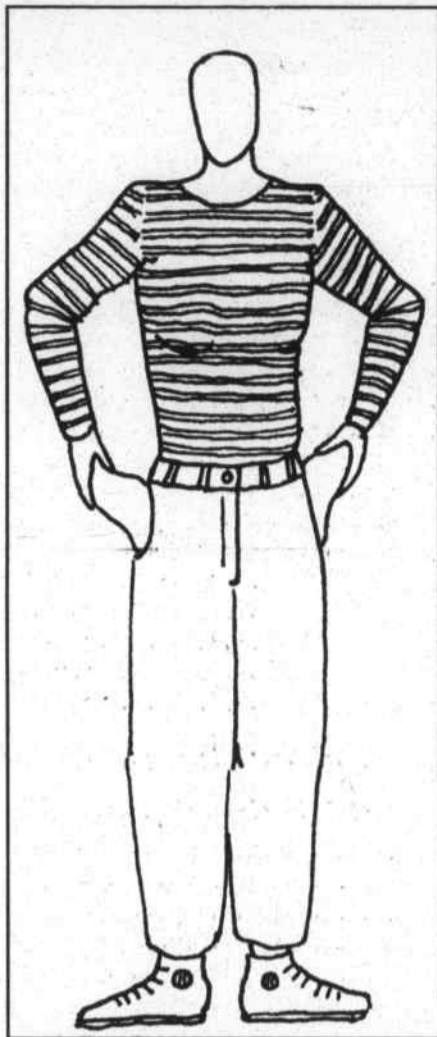
Graphics
Thea Gray

Subscriptions & Advertising
Mary Elizabeth Cave

Deadline: Saturday, October 21 at 10 am in the Rock Office. Please submit articles on a Mac disk.

STATEMENT OF PURPOSE: *The College News* seeks to provide a forum for the students, faculty, administration, and staff of Bryn Mawr. *The College News* welcomes ideas and submissions from all members of the community, as well as from outside groups and individuals whose purpose or functions are connected to those of the College. *The College News* is a feminist paper and an advocacy journal committed to diversity, women's issues, providing a space for women's voices and promoting pluralism. While letters from men are accepted, all articles in *The College News* are written by women. Each article represents the views of its author, not necessarily those of the paper.

After tuition, Bryn Mawr still eats money -- in small bites



BY JESSIE WASHINGTON

One good thing about Bryn Mawr is that once you have taken care of the bill at the beginning of the semester you really don't need to pay for much else. Concerts, lectures, parties are all free. This year I noticed a change. Even though my bill was paid, I still owed money for SGA dues and telephone services.

There is probably some good reason for this, but at this point I am still not certain why these payments can't be added in our tuition account. I was too scared to go back and ask my parents for another \$167.50...so I paid it myself. This amount of money would have been unnoticeable to them, but it sure did put a dent in my pocketbook.

At this point, I am terribly annoyed, but even more than that, I am scared of what may come next. What if we had to pay our own utility bills. Each dorm would have a separate bill which would be divided by the number of dorm residents.

Can you imagine if we had to pay to see our deans in a similar manner that we pay for counseling at the Health Center? (Neither of which is really worth paying for). Those things would be bad enough, but meanwhile I dread the day when they will pass a basket around at convocation and take up a collection.

Bi-college Coalition for Choice presents memorandum

The following is an excerpt from the lobbying memorandum drafted by the newly formed Bi-College Coalition for Choice. This memorandum was presented by the approximately seventy-five Bryn Mawr and Haverford students to Pennsylvania state legislators in Harrisburg (see cover article, this issue). This excerpt seems an apt way to inaugurate what will be an ongoing Reproductive Rights Column in The College News.

We, the Bryn Mawr and Haverford Colleges Coalition for Choice, believe in certain unalienable reproductive rights. These rights include: a woman's right to chose an abortion for any reason and at any stage in her pregnancy; and the right for women in all circumstances to Medicaid and other public funding for abortion, contraception, and prenatal care. We strongly believe in encouragement of and

full economic support for contraceptive and reproductive health. We strongly support the research, importation, and marketing of RU486. We denounce forced sterilization of women and reject any attempt on the part of the governments anywhere to intervene in women's decisions concerning their own reproductive lives. These rights are protected in Pennsylvania under The Reproductive Privacy Act, introduced by Representative Karen Ritter.

This column will serve as a commentative and as an informational forum, with news about campus, regional, and national, events concerning reproductive rights. Please send suggestions and inquiries to Laura van Straaten, Box C-269, Bryn Mawr Campus Mail, or phone (526)-7543 for more information regarding the Bi-College Coalition for Choice.

Harrisburg article continued here from page one.

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that didn't mean groups like Planned Parenthood that consider abortion a viable option).

The group was unable to resist bringing up Freind's now infamous rape-pregnancy immunity concept (when women are raped their bodies "secrete a certain secretion" that eliminates the possibility of conception) but was quickly reassured by the honorable representative that that was, in fact, a mistake. As Freind put it, "That's why pencils have erasers". The insight (philosophical or otherwise) did little to reassure the Fords and Mawrters.

The next stop on the lobbying trail was Republican Senator Richard Tilghman. Although the Senator's voting record is largely pro-choice, he was reluctant to commit to casting his vote for or against any or all of the Package. On the whole, Tilghman was uncooperative and uncommunicative, implying with much of what he said that he was not in the

least accountable to his contingency for his legislative activities. In fact, he expressed confusion or ignorance of some of the bills which left the group dissatisfied with his lack of participation in the Lobby Day, and respecting the fact that at least Freind had seemed prepared for questions and comments. The last stop was Republican Representative James Clark, who was also civil and prepared, but anti-Choice.

In addition to support of The Reproductive Freedom and Health Package, Choice activists are asking for extended and thoughtful (possibly public) hearings on the issue. From the beginning of the rally through the afternoon lobbying sessions, the words of the day were STATE LEVEL INVOLVEMENT. Those who made the September event in Harrisburg need to return soon to continue the fight, and those who were not there need join in next time.



Traditions

Lantern Night over the years

BY MANDY JONES AND MARGOT HIPWELL (TRADITIONS MISTRESSES)

This is our Lantern Night Article. It's two in the morning and we only have eight hours to finish it. We have these really neat games that we want to play, and they sound real cool, and...but we digress. Ahem (clearing of throats that have not had coffee for at least...two hours). There's this tradition called Lantern Night and it's kind of when freshpeople get these lanterns that have these owls on them and everyone wears these black bathrobes and sings these indecipherable Greek songs. It's really nice. The End.

But really. What has come to be called Lantern Night was started by the members of the class of '89 (1889, folks). How, you might ask, did these brilliant nineteenth-century Mawrters ever think of the lantern as a suitable emblem for the college? They were inspired by a line from that ever-popular nineteenth-century song "The Lone Fishball," we might answer. Dr. E. Washburn Hopkins, a Greek professor at BMC, penned this memorable ditty, and those crazy nineteenth-century Mawrters saw the light when they heard the line "the only lantern in Bryn Mawr." (It apparently didn't take much to be inspired in the nineteenth-century.) Thus enlightened, Bryn Mawr's first class welcomed the class of 1890 with an impromptu play, at the end of which they presented the new fresh nineteenth-century women with lanterns. They hoped that the light from these lanterns would guide the underclasswomen through their years at Bryn Mawr.

Lanterns continued to be given at the end of the sophomore's play, until the class of '00 gave their play, "As You Like It," outside, in the middle of the afternoon. Thinking it inappropriate to give the lanterns under the trees in daylight, they decided to present them on the night that the freshmen received their caps and gowns. (For some strange reason, this event was called "Cap and Gown Night.") That night, each sophomore of the class of '00, marched from Pembroke Arch to a place under a big, spreading poplar tree where the class of '01 waited. Each class had written a song, which they sung to the other, and then the lanterns were given. The next year when it was '01's turn to give the lanterns, they sang their lantern song and a new one called "Pallas Athene Thea." This became a traditional song for the sophomore class, and from 1914 until 1924, the traditional freshmen song was another top-ten-Dick-Clark-chart-buster, "Over the Way to the Sacred Shrine." But pop music being the fickle thing it is, they soon found an even catchier tune by the name of "Sophias." Transposed from Pericles' funeral oration as relayed by Thucydides, the actual music is from "Of Thy Mystical Supper," another toe-tapping melody from A.F. Lvoff's Russian Church service. To think that the beautiful songs and the solemn and graceful ceremony we know today all evolved from one lone fishball. What elegant and tasty beginnings.

Little has actually changed in the ceremony, since a rather large building known as the Thomas Library took the place of the original poplar tree, but the lanterns themselves are a different matter. Until about 1936, the lanterns were individually designed by each class. Many incorporated their class year into the metalwork. Because of the great expense involved in this practice, it was agreed that lanterns should be made in a uniform pattern and that there would be four colors to distinguish the four classes. And so it was. And so it is.

OK. Enough trivia and fish stories. Here's where we get to tell you all that technical stuff you've just been dying to know. So keep reading!

1. Tickets. Because of concern regarding the overcrowding of the cloister roofs, we must limit the number of people on those surfaces this year. Haverford students and guests of Bryn Mawr students must reserve spaces on the roofs. Bryn Mawr students need not make reservations for themselves, but should bring their ID's to the ceremony to avoid excess confusion. Reservations forms are available on the Traditions board in Taylor Hall, on the bulletin board in Stokes, and by the stairs at the Dining Center. Forms are due by five 'o clock, October 13th, to Mandy Jones, Box C-1346. A limited number of reservations will be taken and these will be handled on a first-come-first-serve basis. Special cases will be taken into consideration and may be addressed to either Mandy Jones (C-1346, x7554) or Margot Hipwell (C-1329, x7525).

2. Lantern Night rehearsals are as follows: Music rehearsals - October 3, 4, and 5 from 4:00 to 5:30pm. Freshmen and juniors in Thomas Great Hall, Sophomores and Seniors in Goodhart B. October 18, 19, and 20 from 4:00 to 5:30pm, meeting in Thomas Great Hall. Everyone participating should attend.

October 21st from 10:00 to 12:00am - Dress Rehearsal in the Cloisters. Very, very mandatory. Lantern Night is October 22nd at 7:00pm. Rain date the 23rd. Participants must attend two of the first set of rehearsals, two of the second set, and the dress rehearsal.

3. Bat robe sign-outs for sophomores and swingers will be October 19th from 9:00 to 5:00 on the third floor of Taylor (tower side). Sign-outs for freshmen (and those who've missed sign-outs the day before) will be from 9:00 to 5:00 on October 20th. Same place. BAT ROBES MUST BE RETURNED THE DAY AFTER LANTERN NIGHT BETWEEN 9 AND 5. There will be a strict fine for late robes. So don't mess around; we're very serious.

4. Anyone interested in ushering should contact us as soon as possible. Juniors and seniors especially. We will need you from 6pm through the end of the ceremony. Think of the prestige. Think of the thrills. Think of the power. Think of the 20% discount you'll receive on Lantern Night Sweatshirts. PLEASE, think of ushering. And then call or write us so that we can worship and grovel at your feet.

5. We weren't lying about "The Lone Fishball." It came from Bryn Mawr...



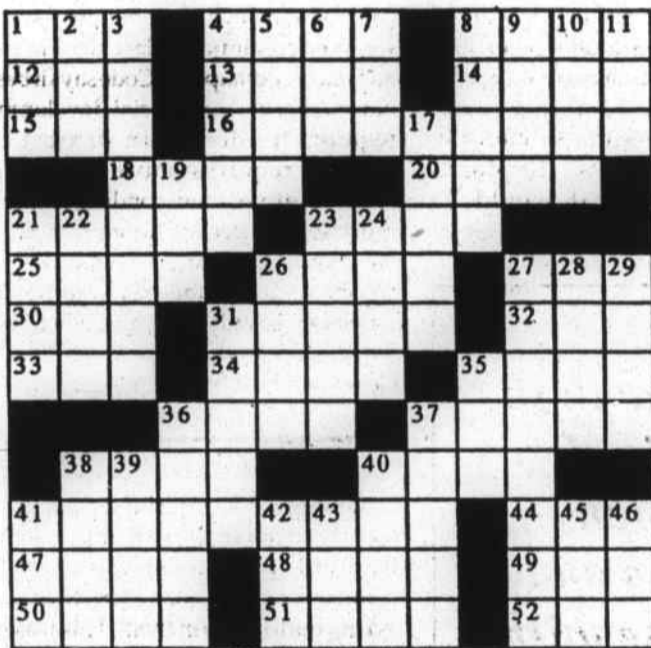
SPECTRA

BY THIDA CORNES AND
CHERYL LEE KIM

This column is a space for all women of Color. One of the goals of the column is to create a space wherein the diverse experiences of women of Color can be shared and their voices heard. To facilitate this process, this column will have a rotating authorship. Last year, the column In Technicolor was created in response to Minority Coalition's request that the Bi-College newspapers incorporate the voices of women of Color. In Technicolor became closely identified with one woman, Denise Tuggle (BMC '89). Denise's voice was articulate, strong, controversial, and at

times incendiary. Her contributions to this community were vital.

However, the plurality extant in the experiences of women of Color cannot be expressed through a lone speaker. It is up to individual women of Color to represent themselves in this column and indeed in all other arenas. If you are a woman of Color, this column is a forum for your voice. We invite all women of Color to write for this column. The topic, length, and tone are completely open. The deadline for the next issue is Saturday, October 21 at 10 a.m. Please contact one of us for further details. (Thida Cornes, C-215, x5782/Cheryl Lee Kim, C-1299, x7547).



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BABYSITTER needed
for happy girl, 2 1/2
years.
Must have own car.
964-1557
.....

Poo-den, this is your
perspective calling.
Where are you?

HBM says HBOs and
HBAs are conducive to
good HBB and sanity.
HBS is great isn't it?

Kilson lured to Bryn Mawr

BY JESSIE WASHINGTON

Robin Kilson comes to Bryn Mawr with much to offer our community. She was born and raised in Boston. She attended Harvard/Radcliffe University where she received a B.A. and M.A.; she expects to earn a PhD by March 1990. Bryn Mawr had to do some serious negotiating to lure her away from M.I.T.

Kilson holds the honored position of Helen Taft Manning professor for British History. She is equally interested in African and Afro-American history. When asked about Bryn Mawr, Kilson said, "I'm getting used to it, though it was a little strange at first." The history department at Harvard has more than fifty professors; MIT has 15. Bryn Mawr has 7 history professors.

Despite its small size she feels the curriculum is more than adequate. Kilson does feel that there is a need for coverage of third world topics like African and Latin American history.

Professor Kilson used words like compelling, refreshing, delightful, enthusiastic, eager, and interested to describe Bryn Mawr women. She also says that they were a major factor in her decision to leave M.I.T..

Because M.I.T. is such a big university, they had the resources to offer her many benefits which Bryn Mawr simply could not afford. However our administration has been supportive of Professor Kilson in other ways.

For example, they are permitting her to teach a reduced load in order to complete her doctoral work. This semester she is teaching a course on the British Empire. The course she will teach next semester will focus on race relations in London from 1945 to the present.

Kilson has strong feelings about single-sex education. She went to a high school for young women, and also feels like she attended Radcliffe as much as she attended Harvard. With regards to Bryn Mawr, she says "This is a place where one can be a woman academic without feeling a compelling need to prove one's self."

With regard to her role in the college



community, Professor Kilson said "My main interest is furthering the cause of diversity at Bryn Mawr and Haverford." She adds that in the future it would be nice to develop a minor or concentration in ethnic studies.

Professor Kilson hopes that she will become familiar with more students, both inside and outside of the classroom. If you don't feel that a history class is in your future, go and talk to her anyway.

I'm sure that she would welcome inquiries into her past as a high school anti-war rebel and a rock music critic. And make sure she tells you the stories about John Lennon and Bruce Springsteen.

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On Our Honor: Questions and conclusions arising from a "not-guilty" case

"A hearing is kept completely confidential. However, records of all academic cases are kept. Each record includes all written statements, the minutes...and the Honor Board's final decision on the case. Only the Dean of the Undergraduate College has access to the Honor Board records. They may be consulted by her dean if a student asks for a letter of recommendation. After a year, an anonymous synopsis of the case may be published for the benefit of the community."

The Honor Board and UNCHECKED POWER—how many times have you heard those two phrases linked in the same sentence? It came up at every forum last year, we discussed it endlessly at Plenary and it featured in numerous dinner conversations. It is perhaps the most frequently cited complaint against the Honor Board, yet ironically it is one of the most inaccurate. For the Honor Code has within its frame a series of checks and balances that institutionalize our accountability. This accountability comes in the form of scrutiny of our activities by various other members of the community.

First, there is the addition of four other members to the core six students which comprise both the academic and social boards in the case of hearings. At such hearings, the use of a consensus model of decision making is another check as ten members must agree with decisions being made. Additionally, both academic and social decisions are subject to appeal procedures. Lastly, the responsibility of the Honor Board to produce synopses of past cases allows the community access to the Board's decision making process and provides (yet another) opportunity to critique our decisions.

In the last few years, this process has been markedly altered, and instead of writing lengthy abstracts, we have adopted a more accessible format. We hope that this format will mean that we can produce more synopses and generate some productive dialogue. By printing synopses in the College News, we hope to allow the community better access to the workings of the Board and consequently the Code. We also hope that our newspaper provides a community centered context for the exploration of such fundamental issues as those that concern the Code. We have also instituted the practice of including two critiques of the case, written by Board members, in order to provide some discussion and criticism of the case and also to provide access to opinions of specific Board members and their approaches.

So, get on with the synopsis, already! O.K., fine—the synopsis. Whoops, one last thought before we get to the synopsis: all the names have been changed to preserve the anonymity of those involved and keep the readers amused.

FRIEDA'S FRENCH FINAL

Frieda, a junior desperately seeking her language requirement, was nearing the end of her last semester of a 200 level French course. When discussing the form of the final exam, the professor, Anna Fontaine, mentioned the possibility of an open book exam in which the use of dictionaries would be allowed. Unfortunately, Frieda was absent from the class in which Professor Fontaine announced that, in fact, the exam would be closed book. When she asked another student, Jean, about the class she missed, Jean neglected to mention the fact that the exam was to be closed book. So when it came time for exams, Frieda proceeded to take her French exam in Dalton, open book. Later, whilst discussing this exam with another student in the class, Frieda

was shocked to learn that the exam was supposed to be closed book. The next day Frieda contacted Professor Fontaine and informed her of the situation.

Professor Fontaine then contacted the Honor Board. It was decided that a hearing was appropriate, even though it appeared that there was no intention to cheat. The Dean of the Undergraduate College and the Head of Honor Board (and, in fact, the whole Board) felt that this was necessary as it was in keeping with procedure and would be appropriate to hear from those involved in order to arrive at the best solution. A hearing was, therefore, convened.

The Board has several "traditional" questions we use as guidelines when taking testimony. We begin by asking if the individuals have anything to add to the written statements we have collected from them prior to the hearing. We then ask if they would like to comment on any of the other statements collected (all those involved in a case are provided copies of each statement submitted). We also ask any specific questions we have about the written statements or testimony given. We end by asking how they would like to see the situation resolved, what they would find appropriate.

The Professor's statement was brief—she indicated that it was her opinion that

and it was decided that it would be made clear that Frieda was not guilty of a violation of the Code. Additionally, we thought it important to emphasize the need to mark final exam envelopes as open or closed book.

Perhaps my primary motivation for starting the semester with the publication of this synopsis is twofold. I want to educate the community (tell you what it is we really do) and I also want to demonstrate that we deal with a wide variety of things. For there appears to be a great deal of misinformation surrounding the workings of the Honor Board—two radically disparate versions of reality are seen to exist. Either people seem to think that the Board runs around late at night randomly expelling people and doing other unspeakable unchecked things like marking records, policing the alcohol policy and painting bathrooms; or alternately, people say the Honor Board has no back bone—they talk about resolution and closure and other nice warm-fuzzy concepts and are incapable of dealing with anything, ever. Somewhere in between these mutually exclusive world views, the Board functions. I thought it would be instructive to publish a distinct cross-

"...For growth requires more than blind adherence to a code of conduct, it requires reflection -- reflection upon our actions and how our actions affect those with whom we share the community. Such reflection is only possible when one's judgement is trusted."

Frieda had not deliberately taken the exam open book. Indeed, Fontaine also felt that Frieda's willingness to admit responsibility should be seen as a mitigating factor. She noted that Frieda had been absent when the status of the exam had been finally determined. The Board questioned Professor Fontaine about whether she marked her exams "open book" or "closed book"—Fontaine said that it was her customary practise to mark exams only if they were "open book." When asked how best to handle the situation, she thought it appropriate for Frieda to retake the exam in the Fall of the following year.

Frieda's statement was equally brief. She reiterated the facts—the confusion surrounding the status of the exam, the absence from class and the taking of the exam open book. During the course of deliberations it became apparent that Frieda had never taken an "open book" exam before and was a little confused by the procedures. When asked how she would like to see the problem resolved, she also thought that retaking the exam would be fair. Needless to say, the deliberations on this case were refreshingly painless. The immediate consensus of the Board was that Frieda had no intention of violating the instructions of the exam and the suggestion that she re-take the exam the following fall, put forth by Fontaine, was acceptable to herself, Frieda, and the Board. We wanted to clarify the status of the decision for record keeping matters

section of cases this semester, ranging from the simple to the complex and then what falls in between. This case obviously, falls into the simple category, at least at first glance. However, it actually raises some interesting issues surrounding record keeping. Traditionally the Honor Board does not keep files on social cases, they exist only in living memory and oral history. By contrast, quite sophisticated levels of data are kept in academic cases—an anonymous file is kept in the Dean's office with all the actual documentation from the case (names and specifics are deleted to protect identities). These files are indexed numerically and kept in chronological order. A separate book is kept containing the names of those involved. It is impossible for anyone aside from the Dean of the Undergraduate College to simultaneously access both records and put names together with cases. This allows for the publication of synopses without ever having direct access to the names and specifics. Identity is protected even from the Honor Board! Nevertheless, it is the practise of this college to put a flag on the file of anyone confronted in an academic violation. This flag is used merely to alert administrators to the existence of another file, nevertheless the only person who can access that file is the Dean of the College. If the college is asked to write a letter of recommendation, this file may be referred to in order to gain further information. At no point would the existence of such

a flag be used without further reference to the specifics of the case. I can understand why this system may concern people—it concerns me. Indeed, in writing this synopsis I was again struck by how uncomfortable this makes me. The possibility for misuse exists here, as does the possibility for marking certain people for life. Even if you are not found to be in violation of the Code a flag exists on your file. This hardly seems consistent with the pervading ethos of trust and respect. If our intent is to rehabilitate rather than penalize then surely flagging files does not allow for a real and invested re-entry into the community. I am, however, uncertain what I can do about it. The Academic Board is meeting soon to discuss a variety of abstract problems dealing with the academic side of the Code and this will be on the agenda. In the meantime I console myself by thinking that like any other check or balance we must place trust in those we empower to review us. This is perhaps cold comfort but if a community is to survive we must continue to place trust in those around us. Perhaps the Code says it best—our intellectual and social development requires freedom born of trust. For growth requires more than blind adherence to a code of conduct, it requires reflection—reflection upon our actions and how our actions affect those with whom we share the community. Such reflection is only possible when one's judgement is trusted.

Genevieve Bell '90

Before I ran for the Board I was concerned about the potential misuse of the Board's position and I was not entirely comfortable with the trust they were asking me to place in them. This was part of what motivated me to run for the Board. The synopses published by the Board raised questions in my mind about the exercise of the Board's "power" and they concerned me in basically two ways. First, it seemed to me that the confronted individual was always found "guilty." I wondered if the Board was careful, open, and fair in its assessment of whatever evidence it was presented with and if a confronted student had, quite frankly, a snowball's chance in the fiery pits of hell when confronted with THE BOARD. It also concerned me that the Board seemed to come not only to all sorts of conclusions about a student's moral development but it seemed to think that it had the right to moralize at these students and make decisions about this person's life based on their moral evaluation.

Well, here I am, on the Board and faced with decisions about what synopses we are going to publish and what tone they are going to take. I have discovered that the Board, or at least the Boards I have served on, are, in fact, quite careful in their assessment of evidence and, yes, people are found "not guilty." I thought it important to publish a synopsis of one of these cases so that this was clear. In fact, the care and caution we use when assessing evidence could be interpreted as another "check." We don't want to make a "wrong" decision and if we err, it will be on the side of caution.

This case raised other interesting questions, some of which Gen has already discussed. I also thought that the procedural questions raised by this seemingly simple case deserved exploration. All along, this situation did not appear complicated and it didn't seem as if there was a need for the Board to make a "ruling" when the situation might be resolved informally. It was evident to me, though, that there was value in pursuing formal procedures. These

Continued on Page 11

Challenging the classical curri

Diversity requires academic canonization

BY CHERYL LEE KIM

Advocating the mere tolerance of difference between women is the grossest reformism. It is a total denial of the creative function of difference in our lives. Difference must be not merely tolerated, but seen as a fund of necessary polarities between which our creativity can spark like a dialectic. Only then does the necessity for interdependency become unthreatening. Only within that interdependency of different strengths, acknowledged and equal, can the power to seek new ways of being in the world generate, as well as the courage and sustenance to act where there are no charters.

-Audre Lorde 1

DIVERSITY. It's become well-worn word. What does it mean to have a diverse curriculum?

Institutional diversity consists of something more than putting various ethnic groups, nationalities, and races in an enclosed environment and hoping that they will "interact." Institutional diversity requires a commitment to a pluralistic curriculum. We cannot place it in the fringes of the academic experience — four hour workshops, forums, Diversity Day — all of these are stop-gap attempts at eradicating a huge, complex void. Like trying to give a male chauvinist insights into the "female experience" in three hours or less...

One of the most common myths about the nature of prejudice is that educated individuals tend to be freer of the ignorant

beliefs and misconceptions which nurture irrational fears. Unfortunately, education which ignores fundamental issues of difference cannot touch the roots of the self. Until we have a solid understanding of other viewpoints, experiences, and perspectives, we cannot effectively examine ourselves, our beliefs, our perspectives. We have not developed a dialectic in which to discuss difference.

The most damaging facet of "western," "classical" education is that it negates the existence and validity of other ways of being. Words and phrases like "less advanced," "primitive," and "underdeveloped" intertwine with concepts of Otherness and Center. Westocentric education creates a "center" and a "margin." Center as defined by the existing academe is white, western, male, and upper class. Obviously, the range of experiences thus represented is limited.

As long as academic curricula demonstrate acceptance of this criterion as the "normative," "intellectually significant," and "valuable," all those who exist outside the "center" are invalidated — our existence denied by absence. This includes women, people of Color, sexual minorities, religious minorities...the list could go on and on. There is a reciprocal relationship between the academic canonization of experiences and the definition of "normative" and "valid." What is canonized cannot be marginal and Other.

If we, students and faculty, continue to blithely ignore these real problems in our curriculum, we are colluders in our own

oppression.

In the past few years, we at Bryn Mawr have carried on a continuous dialogue about a diversity requirement. While such a requirement is vital and of great importance, we are, perhaps, attempting to build a structure without the foundation stones.

A diversity requirement without the courses and the faculty to support it is counterproductive to the desired end: to infuse within students the knowledge of multicultural perspectives, to provide them with the tools to become enriched, rather than threatened by difference. Bryn Mawr College needs to make a commitment to diversity in its curriculum and in its faculty.

Integral to an effective diversity requirement are professors who have in-depth knowledge of the subject, not just enough knowledge to "get by." To teach, for example, a course in Latin American history from a white colonialist viewpoint does little to advance understanding.

Difference can be enriching - challenging us to think and be in different ways. To reject it, to deny it, is to cut off parts of ourselves, of our potential growth. Pluralism and diversity are difficult tasks involving an evaluation/evolution of the deepest parts of ourselves. It cannot be done in the absence of a framework...we cannot construct and create with paper-thin webs.

Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," an essay from *Sister Outsider* (The Crossing Press/Trumansburg, NY)

Students' initiative on curriculum

BY CATIE HANCOCK

I keep thinking of the hit "Closer to Fine" by the Indigo Girls and the lines toward the middle of the song that - I am sure - cut to many a Mawrter's heart when she first heard them:

*He graded my performance, he said he
could see through me
I spent four years prostrate to the higher
mind, got my paper
And I was free*

It reads so true to this College...prostrate to the higher mind.

That is how we often conceive our lives here. And I think we know it.

Sometimes we don't mind it, this scholar-student relationship, and sometimes we abhor it. Leaving aside for now the other images that come before these particular lines in the song - at least for the sake of all Philosophy majors and professors in the immediate vicinity, myself included - look again at the words we are dealing with here.

Prostrate. If not in the sense of laying flat, as if to give obeisance - since this is a school of cult figure professors - many of us often feel "prostrate" at least in the sense of being "bowled over", disarmed, and constrained like some creation of the ancient art of bonsai. This is especially true recently, in connection with issues of diversity and the curriculum. Many feel left without choice, power, means of recourse, or productive action. Manipulated, discounted, and shunted to Penn for Arabic, we can only look forward to four years prostrate to the higher mind.

And we vacillate, similarly in our admiration for each other and the College as a whole, between these extremes of worship and duress for the faculty and the administration - never quite sure whether we want to abandon these "higher mind[s]" and what we may learn from them - because they have so often disappointed us in those key votes and crises - or whether it will be our mistake to make so clean a cut and live finally only to have our "paper" and be "free". For some

then the question becomes whether we, in fact, are correct to slash and burn through the faculty and the curriculum with the label of "higher mind", all the while arrogantly and impudently implying we are the real "higher mind". Indeed, four years prostrate to the higher mind does take two, it would seem. He graded my performance, he said he could see through me. Yup, at least two.

It is this complex dual drive among Bryn Mawr students - the very real desire for the approval and approbation of our professors and our administrative mentors and the seemingly simultaneous push to reshape and remold and escape them - that I am speaking of. Yes, we want your sanction, but your sanction of our proposal. Anything less, time has shown, is unacceptable. Some would call it having your cake and eating it too.

Thus the striking scenes of the last year and particularly that of the now historic "graffiti forum". [Editors' note: Last year, a small group of faculty, staff, and students - including President McPherson - painted over colorful graffiti which had been put in the bathrooms of Thomas and the Campus Center as a protest against the racist and homophobic graffiti already present. This group invited the community to an open discussion a few days later. This discussion was the "graffiti forum" to which Catie Hancock refers; it was covered in detail in Volume X, Number 6 of the College News, which is available in the Archives and in the College News office.] Many will remember other aspects of that night, but the one that sticks in my mind is the time toward the end of the meeting when several students effectively requested President McPherson's blessing on their sexual orientation. Having paused for what seemed an eternal amount of time, she spoke. What she said wasn't quite what some expected, I think. Too "safe" some said of the President's statement. She's a real politician, another muttered, with a touch of admiration and incredulity in her voice. One small victory, I could see some friends whisper to one another. One small step our way.

Yes, it would seem, if any small degree of Presidential ratification and esteem is what you are after. Yet tolerance and anti-dis-

crimination seemed less an issue at that very personal and emotional moment than some very basic parietal approval. He graded my performance, he said he could see through me.

The threat in the tension-filled air was not that President McPherson was going to deny lesbians at Bryn Mawr any legal opportunity, continued on page 11

Women's Studies--a major

continued from page 1

take less challenging lower-level classes which can swell to nearly one hundred students. Even more frustrating are courses open only to departmental majors, leaving no room for Women's Studies majors who fall in the cracks between departments at a college strictly divided along disciplinary lines.

As recourse, more and more Mawrters are looking beyond even Haverford, to Swarthmore and Penn, to get the Women's Studies classes they need. Several students have expressed their shame and dismay; why should Bryn Mawr, a women's college allegedly dedicated to the promulgation of feminist ideas, be forced to rely so heavily on coeducational institutions?

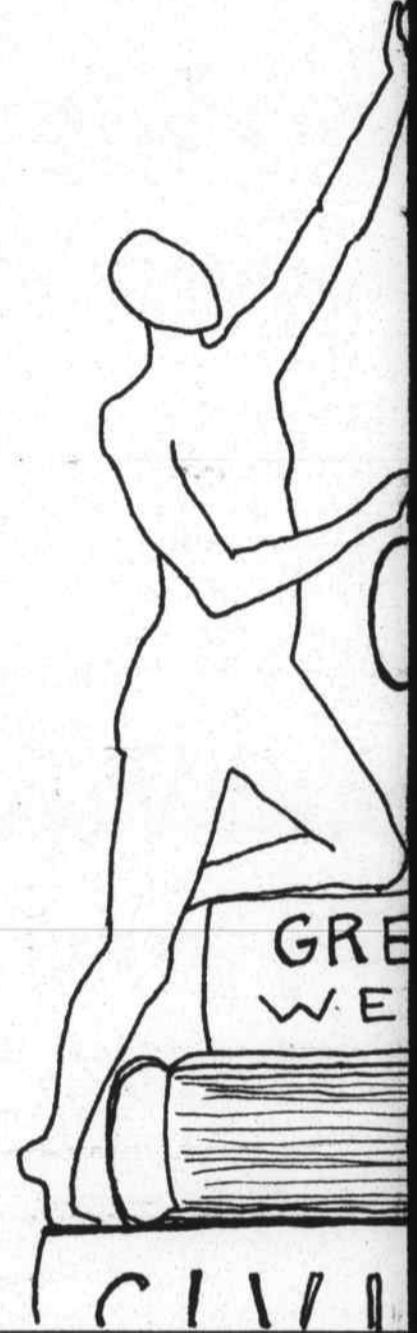
Bryn Mawr prides itself on offering small classes and having such an excellent student/teacher ratio; these vaunts ring empty if behind the fifteen beaming seniors, fifty angry underclasswomen are pounding down the classroom doors begging to be let in. At other, often larger, colleges, granted, it is difficult for all students to get into the classes they need. Yet, if unsuccessful, students at these other colleges have secondary options in that many more classes are offered in a given subject at a given academic level. Bryn Mawr students face parallel setbacks, and do not even have the secondary options as consolation.

An additional problem for Women's Studies students is what appears to be a lack of coordination among professors. There is overlap among prerequisites and upper-level courses, with the same themes and reading stressed over and over. While they are

certainly important to the evolving Women's Studies canon, texts such as Carol Gilligan's *In A Different Voice*, Adrienne Rich's "Compulsory Heterosexuality," and Maxine Hong Kingston's *The Woman Warrior* are offered repeatedly. One student chimed, "How many times must a woman read Gilligan, before she becomes too bored?"

Professor Hedley, one of the three chairs of the Women's Studies Program, remarked that professors feel confined by the need to offer traditional classes which satisfy requirements for departmental majors. Therefore, some departments do not develop Women's Studies courses, which tend to have mostly "non-traditional" course content. When asked whether any departments have been particularly resistant to developing Women's Studies courses, Hedley replied, without hesitation, "Psychology! Virginia Mann could have taught courses in Women's Studies, but didn't have the time... [and] she was here four or five years." To teach a Women's Studies class is a "luxury," noted Hedley.

Philosophy was also cited as a department which could easily lend itself to aiding the Women's Studies Program, but which has neglected to do so since the departure of Dean DiQuinzio, whose courses in feminism and philosophy will be sorely missed. Professor Hedley did acknowledge that the Modern Languages have been quite good at keeping Women's Studies in their offerings, noting especially the tenacity of Myra Love, a professor in the German department. However, students have complained that the French department could expand its curriculum to include courses in French



Curriculum: a question of priorities

Independent majors program matures slowly

BY LIZ PENLAND

This year, there are thirteen seniors and thirteen juniors pursuing independent majors at Bryn Mawr, in subjects ranging from folklore to semiotics. They may keep a low profile as a group, so that many of us do not know who they are or what they are studying, but they are an interesting facet of the college's academic life and an example of the academic freedom we are given here.

Bryn Mawr's independent major program was begun about ten years ago when it was decided that Mawrter, who could then take independent majors through Haverford's program, would be better served by independent majors centered at and presided over by Bryn Mawr. The program has since grown at a rapid rate: a few years ago there were only four or five a year, in comparison to this year's twenty-six.

Among independent major topics, Women's Studies traditionally sees the greatest number, and the 89-90 academic year is no exception: twenty percent of this year's independent majors are in that area. Other areas of study with multiple majors this year are theater, creative writing, medieval studies, and East Asian studies.

But what distinguishes a Mawrter pursuing an independent major from her fellow Mawrter? Laura van Straaten '90, a Modern Literature and Women's Studies major, said, "I think overall we [independent majors] take

a more active part in our education." To be sure, independent majors take a more active role in shaping the course their education follows by setting off from the established track of a traditional major, motivated by a special interest or desire.

However, interest alone is not enough to make one an independent major. To be allowed an independent major, a Mawrter must find two faculty advisors and formulate with them a proposed plan of studies. This plan must include 12 courses, at least 7 of which must be at Bryn Mawr, with at least four 300 level courses, two of which may be independent study. She must then undergo a thorough evaluation by a committee made up of four faculty members, two students and a dean. This committee only turns down one or two proposals a year, generally because of poor planning or significant overlap with an established major, but it does revise and hopefully strengthen the accepted proposals. Concerns have been voiced that this committee should be made up of faculty from areas related to the student's proposed major, and not just faculty elected during the faculty nominating process, as it currently is. It does seem that a student pursuing a major in, say, creative writing would find little help from an economics professor in strengthening her proposed courses.

The students who become independent majors have greater academic freedom than other majors but they also have less of a

support network because they are not attached to a specific department. Dean Tidmarsh said that there was a "fair amount of isolation for the independent major" and that consequently the student-advisor relationship was crucial. Often, said Tidmarsh, the student and advisor have differing expectations about what the advisor's role should be and the commitment involved, which can lead to much confusion and disappointment on both sides. A letter is now being drafted which will be sent out to all faculty to clarify the role of an independent major advisor and so give them, as Tidmarsh put it, "a clearer sense of what they're agreeing to and what they're not."

The idea of a support group for independent majors in addition to faculty advisors is being discussed. Counseling by the deans and faculty is already available, but is dependent on student initiative. If they are dissatisfied or overwhelmed, independent majors do also have options for changing their major but these vary widely with the types and number of courses they have taken.

There are no certainties in taking an independent major, but for most, the benefits have outweighed the disadvantages. Although the independence can also be isolating, the best thing about an independent major, according to Robin Bernstein '91, a creative writing major, is "It gives me the time, mainly, to do what I want."

Joint Departments at Bryn Mawr and Haverford?

BY KELLY LOVE

The phenomena of merged Bryn Mawr/Haverford departments has received perhaps less widespread discussion and debate than the subject merits.

The benefits of merging Haverford and Bryn Mawr departments are pretty clear. There are currently two joint departments—German, the first to merge, and French. Professor Armstrong, this year's chair of the

French department as well as a member of the Committee on Academic Priorities, sees the merger of that department in particular as positive on both the practical and theoretical levels.

Practically speaking, Haverford had just lost two of its French professors, and it made more sense to have one unified and strong department than a strong department at Bryn Mawr and a floundering Haverford department. However, professor Armstrong stated, it was "not simply opportunism." The theoretical reasons were also compelling—the idea of promoting strong and friendly relations between faculty and students on the two campuses, being able to better serve students with a more cohesive program, and eliminating the "divided loyalties" students can feel when deciding which college to major at and where to take particular classes. There is also the benefit for faculty of being able to enjoy a wider network of colleagues with whom to exchange ideas.

Economic reasons also affect the decision to merge departments, as one institutional goal is to efficiently use the money we have, but Professor Armstrong was very clear that "a merger should never be undertaken for purely economic reasons." Armstrong also feels comfortable that the department's ideology and commitment to women's education have not been compromised. She describes the French department as "very feminist in its leanings," and says that merging with Haverford has not changed that. As a member of the Committee on Academic Priorities, she also feels that the mission of Bryn Mawr as a woman's college is always held as a top priority.

In spite of these strong arguments demonstrating the positive outcomes of merged departments, there are many concerns that are not satisfactorily addressed. Catie Hancock (Curriculum Committee Rep.) challenged the idea that merging does not substantively change a department: "How can we, as intelligent women, say that it's not going to change the nature of instruction and emphasis in our departments to merge with a coed college?" While she very much supports our ties with Haverford and Swarthmore, she feels strongly that Bryn

Mawr is in a position to take advantage of the fact that we are an excellent academic institution for women, one that can stand on its own merits and does not need more extensive academic ties (such as the merged departments) with a co-ed institution in order to feel confident in what Bryn Mawr can offer students. Because department merging requires so much compromise between two institutions with different ideological sets of values, Hancock feels that "we're negotiating away a lot of our independence." She points out the importance of maintaining the distinction between the two schools, and preserving our sense of "where Bryn Mawr ends and Haverford begins."

Another interesting question about joint areas of the curriculum is why it is that the new areas of study are formed as bi-college concentrations. This includes East Asian Studies, Women's Studies, Peace Studies, and Computer Science. The new Hispanic Studies program now in a formative stage will almost certainly be bi-college as well. Three of the above areas are ones that would serve to diversify the curriculum, which is an interesting pattern to note in light of the current concerns over the diversity and lack thereof in Bryn Mawr's curriculum.

One of Bryn Mawr's goals, as expressed in the Self Study Report done for the Middle States evaluation, is "maintaining an ambitious range of programs for its size." While this can certainly be seen as consistent with our goal of providing excellent education specifically for women, if we are truly serious about our commitment to being a women's college and filling the educational need that women's colleges fill, there is more at stake than what departments and programs we have to offer. Study after study supports the idea that women are better educated at women's colleges, and that the single-sex academic environment is particularly conducive to quality education for women. As we have made decisions about merged departments and joint curricular programs, have we been diligent in raising the critical question: at what cost to our integrity as a women's college do we strengthen our programs through merging?

with no courses for most

feminist literary theory and psychoanalytic criticism, but has not done so. English and Sociology are also notable as two departments with steady and substantial Women's Studies fare.

To improve the Women's Studies Program at Bryn Mawr, Professor Hedley favors hiring candidates "primarily defined as Women's Studies people," with background and research in the field: "An open teaching slot should be defined as a Women's Studies position, and research in Women's Studies should not just viewed as a 'bonus' that accompanies a candidate's credentials."

Professor Hedley noted a mixed blessing which characterizes Women's Studies today. As it is becoming an increasingly hot academic field, Women's Studies professors are being awarded grants for research, and are thus forced to give up teaching hours in order to pursue other projects. The problem is not the fault of those professors who, while committed to Women's Studies at Bryn Mawr and beyond, are limited in time and resources. This article does not aim to criticize either the current professors in Women's Studies, or the current chairs of the Women's Studies Program. The leaders in Women's Studies at Bryn Mawr are handling all these problems with tenacity and patience, especially considering the extent to which their workload has increased since the departure of Dean DiQuinzio, who served as advisor to the Women's Studies Program.

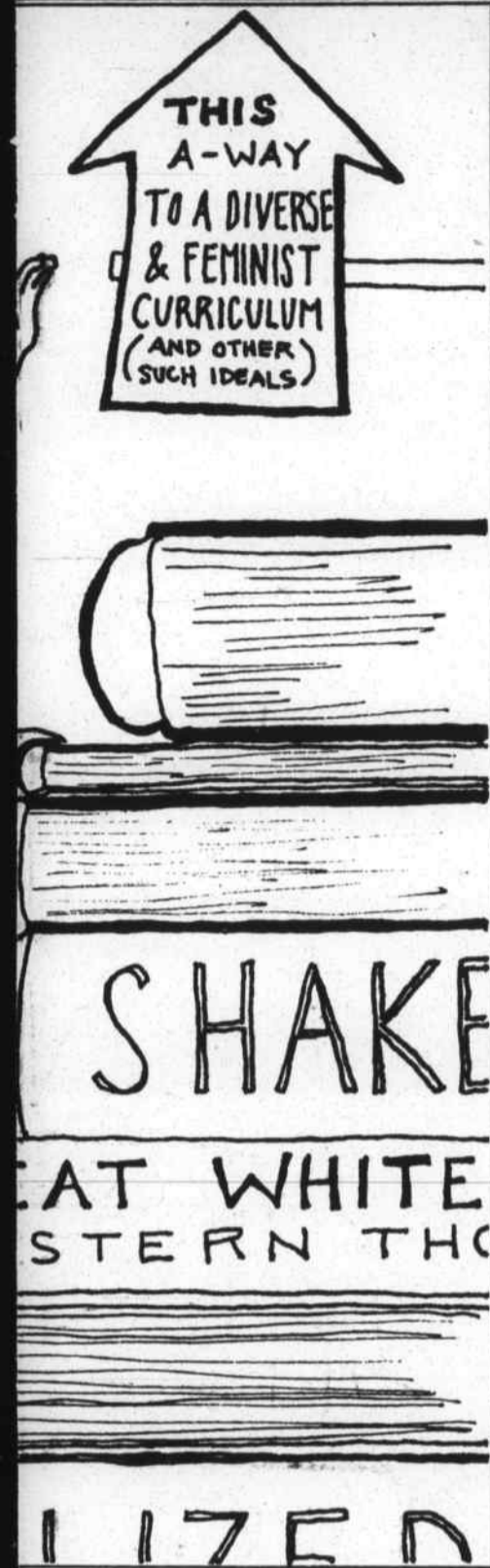
This article aims to point out the dilemma exacerbated by a college that prides itself on upholding the values of a traditional liberal arts education. We must ask, is Bryn Mawr

being too traditional? Are we being progressive enough? What are the academic priorities of Bryn Mawr College as an institution, and what are the implications of those priorities?

If the number of students jamming the few, scattered Women's Studies classes that are offered can serve as evidence to the interest and enthusiasm for this field, then we must ask whether the administration shouldn't reconsider its priorities. We cannot say whether this reconsideration of priorities should result in the establishment of an official Women's Studies department. Professors Hedley and Joffe have pointed out the drawbacks of a separate department, and even panelists at The International Women's Studies Conference in Brussels last February criticized the way in which their own departments tended to ghettoize feminists and prevent them from touching all aspects of academic life.

We can say, however, that Women's Studies at Bryn Mawr—whatever organizational form it takes—needs administrative attention and financial commitment from both colleges, and needs a better coordinated and cohesive structure. Women's Studies continues to prove its relevance and importance to the academy not only within departments, but also as a tool with which to critique and to transcend traditional academic disciplines. Students and professors agree; Women's Studies is not a fad—it's here to stay. Yes, we've come a long way, baby, but we've still got a long way to go.

A thank you to Joanna Ho for her insightful comments.



ARTS AND

With the VCR, it's never too late to see *The Year My Voice Broke* and other films past

BECCA BARNHART

As the title suggests, *The Year My Voice Broke* is a coming of age story, but it is not your average, run of the mill frustrated boy lusting after voluptuous young girl. It is a funny and serious and gentle production.

The story takes place in New South Wales; the year is 1962. The main character, who in my opinion is a dead ringer for Lou Diamond Phillips in *La Bamba*, is Danny, an average, hyper-hormonal teenager. He is hopelessly infatuated with his best friend Freya. He and Freya have been bosom friends since they were small, but now adolescence has come between them. Of course Freya is not sexually interested in Danny; she is attracted to Trevor, an older teenager and a star on the school football team. Trevor is reckless; his hobby is "pinching" a local biddy's Mercedes and driving it around the racetrack. Danny tries to emulate him and the older boys; he smokes and works at acquiring a taste for whiskey. There are some funny scenes: one of Danny outside Freya's window watching her undress and praying that God will keep her from lowering the blinds, and another of Danny sending a telepathic message to Freya by holding her panties to his temple.

The relationships among all three teenagers are well-handled; surprisingly, they are not shallow. Danny and Freya's relationship is especially interesting.



They are somewhat like twins in their ability to understand each other and their emotional and psychological tie is quite strong as exemplified in one particular episode which I won't give away. Danny and Freya have their own little island to which they escape; it is a pile of rocks and boulders, an oasis of granite among the golden crops of wheat. Beside Willy's Hill, Freya and Danny often visit a maverick writer living in an abandoned railroad car. Here they develop (or try to) a taste for whiskey and a curiosity about an old house once owned by a wealthy family whose daughter died very young. There is a twist in the plot concerning the house, and it plays a key role in the latter part of the movie.

The countryside surrounding the town is absolutely gorgeous—a splendid array of gold, blue, and green splashed all over the hills and sky. It is certainly in contrast to what we consider to be the typical Australian landscape. It is a good movie for those who want to chill out from Rambo and the like.

WARNING: There are no graphic love scenes or gore. I probably should've written this at the beginning to save you people a lot of time.

Running time: 103 minutes.

Groovy campus films

The Bryn Mawr College Film Series: All films are shown Thursday nights at 7:30 and 10:00 pm in Thomas 110.

October 5: *The Ballad of Gregorio Cortez* (1983, 100 min.)

A western that will forever change your perception of the West. This screen adaptation of a Mexican ballad asks riveting and relevant questions about who's to blame for what, and who's to judge. A must-see film!

October 12: *The 39 Steps* (1935 B/W, 81 min.)

It's Alfred Hitchcock, it's British, it stars Robert Donat as a murder suspect who must clear himself by finding the real killers. Also starring Madeleine Carroll and Peggy Ashcroft. Hitchcock's always entertaining, and it's not too long, so you have no excuse not to see it!

October 19: *Potemkin* (1925 B/W, 67 min, silent with musical score)

Many consider this to be the greatest film of all time—most will agree that at the very least it's damn good. This story of the battleship *Potemkin* and the failed 1905 revolution is directed by Sergei Eisenstein, a true genius (and I don't use that word lightly). Adaptions of many of this film's legendary scenes still show up in current popular films (i.e. the baby carriage scene in *The Untouchables*). Come see this incredible movie even if it is Russian! You won't regret it.

October 26: *Attack of the Killer*

Tomatoes (a timeless 86 min. of color)

The world's first "musical-disaster comedy!" Get in the mood for Halloween with this hilarious action film starring tomatoes that kill. . . A friend of mine credits his deep fear and hatred of tomatoes to this movie—you'll never think of salads the same way again.

November 1: *Pink Flamingos* (1972, 90 min.)

The movie that asks you to "witness the repulsive exploits of the filthiest people alive." Directed by the off-beat John Waters, who was once scorned by mainstream film critics but is now hailed by all as a "twisted genius" and a "patron saint of midnight movies." He was also responsible for last year's incredible *Hairspray*. Rated X for excellent. . .

Also: Charlie Chaplin's *The Tramp*, a 20 min. short in which cinema's most famous and enduring character is created. Come celebrate the 100th anniversary of Chaplin's birth with this hilarious comedy.

November 9: *Streetwise* (made at some point to last for an appropriate number of minutes)

Feeling a little jaded? Is this ivory tower atmosphere getting on your nerves? See this film, a documentary focusing on the life of runaway kids in Seattle as they struggle to create a happy existence for themselves. This film spares no one in its effort to tell the truth. Deep, very deep, but not for the weak or sappy.

continued on page 10

Coming Attractions

ON CAMPUS

Oberlin Dance Company/San Francisco

Thursday, October 5th, 8 pm

Goodhart Auditorium

Tickets at door or call 526-5210

\$1 with college ID

Student Poetry Reading

Wednesday, October 4, 8 pm

The Cafe--Bryn Mawr Campus Center

Seven Bryn Mawr students will read their own

work; an open reading will follow.

OFF CAMPUS

Mama Drama

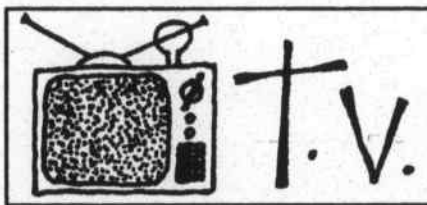
Daughter Productions, Inc.

October 12-November 19, 8pm

Walnut Street Theater

9th and Walnut

Making an American Icon



BY ELISSA LANDA

Cheers is perhaps the best known bar in Boston, and visitors to that city often flock to the "Bull and Finch" pub in order to see one of those bizarre bits of americana which television has thrust into the realm of cultural icon. Every fan of the show has his or her favorite characters, be it the sassy and eternally pregnant Carla, the Everyday Workingmen Norm and Cliff, or even the ever-confused, yet lovable Woody the Bartender.

Yet *Cheers*, which airs Thursday nights on NBC at nine o'clock, truly has proved through the simple fact of its longevity that it has touched onto a certain element in our collective psyche that has enabled it to capture that special place in the hearts of the American viewing audience. And this tradition of humor and wit promises to continue at least until the end of this year. Based upon the first two episodes which aired over the past two weeks, *Cheers* continues to use the same methods which it always did to entertain, while shedding some light upon the human condition. One of the biggest developments which fans of the show are eagerly anticipating has to be the nature of the relationship between Sam Malone, *Cheers'* womanizing, "legend in his own mind" bartender, and Rebecca Howe, the corporate climber who has been placed through corporate America's endless beauracracy as the bar's manager. Until now, their relationship has revolved around innuendos on Sam's part and simple flirtation. Yet Sam has recently revealed his feelings for Rebecca, and this season the relationship continues to hold promise. In addition, Frazier and Lillith, the two psychologists, are anticipating the birth of their first child with all of the excitement and enthusiasm which has become stereotypically

common among the members of the yuppie class which they caricature.

Cheers is a show with a simple formula. Few of the scenes are shot outside of the bar itself, and the nature of the interaction between the characters is essentially the same as it was in the past. Yet the show remains fresh despite the passage of time, and I think that this is, in part, due to the fact that each member of the cast is a talented actor who adds to the overall high caliber of the acting, writing, and production, as well as to the ensemble nature of the show. The actors work together as a group, and really do complement each other, which in turn allows each performer the freedom to have his or her own dramatic and comedic moments without the scene-stealing common on so many sitcoms today. They are also able to play off of each other extremely well, and the closeness of the cast really comes through to the audience, making us feel as though we are almost a part of this group. The fact that the actors work so well together only accentuates the humor and the overall quality of the show.

I think, perhaps, that another important reason which lies behind the show's popularity can be found in the writing, which has been consistently funny from the first show up until the present. In addition, this particular show handles the loss of key characters extremely well. New members of the ensemble are introduced as individuals, never truly serving as "replacements" for those who have moved on. Nobody could ever equate the lofty and intellectual Diane Chambers with brassy, career-oriented Rebecca Howe. Yet, on the other hand, Rebecca does fill the gap created by Diane's absence quite admirably.

Hopefully, this year *Cheers* will continue to show as much promise as the first two episodes have, and we will all feel as at home "where everybody knows your name" as we all have in the past. Perhaps the true secret behind *Cheers* is that viewers really do feel as though, were they to walk into this bar, they would feel as welcome and as at home as the characters do on this show.

ENTERTAINMENT



Look

Too many memories—
her fingers touching the white lace curtain
to open a stage for the rain,
or her straw hat lifting (like a lid),
and her hair swept back by a liquid breeze.

Eyes never mattered—
they were lost in the valleys and the hills,
the great plains and wheat fields
of her ripened skin,
and the spring of thought from her bittered lips.

The train inhales—
I reach through the sealed glass window,
searching through the muddled crowds,
for her and the farewell she promised
to never give.

We are departing.
Important matters await me,
and the briefcase snaps to a close.
I stare through the smoke of a nearby cigar
for two precious stones set in a mask of goodbye.

---Maia Whang

Childwoman

Patiently on the bed
in your wedding-waiting-room— you sit.
Virgin doll in red silk.
Looking up at pointless decorations—
vision imprisoned by a blur of tears.
Looking down—
fingering cumbersome gold bangles—
throat parched with fear—
no comforting word drunk all day.
Your face contorts
into a mask of docility.
The name you've married
enters and leaves.
Silk painfully disarrayed—
your body burns with a wearying fever—
tears and make-up
mingle and sm-u-d-ge.
I will share your nightmares.

—anonymous

Send submissions to Gia Hansbury, box C-1031. Please include your name and phone number. Names will be withheld on request.

Run, don't walk! Bullock's photo exhibit ends Sunday

BY NANCY YOO

John G. Bullock: *An American Vision* is a retrospective exhibit of Bullock's work currently being shown at the Comfort Gallery. Although Bullock was a vital figure of the early American (pre-World War I) photography scene, until recently, he had not been accorded the attention which he deserves.

Bullock graduated from Haverford College as class president and valedictorian in 1874. After Haverford, he went on to obtain a Ph.D. from the Philadelphia College of Pharmacy in 1879. Bullock took his first photography lesson in 1882 with veteran photographer John C. Brown.

In 1891, Bullock and eight other Americans, including Stieglitz, participated in a prestigious exhibit shown in the Vienna Salon. From 1898 to 1901, Bullock, Robert Redfield and George Vaux, all members of the Photographic Society of Philadelphia, organized exhibitions similar to the ones shown in the Vienna Salon. The salon pushed Philadelphia into the main current of the photography scene. After the discontinuation of these exhibits, Bullock joined Alfred Stieglitz and ten other photographers in 1901 to form the Photo-Secession. The Photo-Secession's basic aim was to recognize photography as an art form. Bullock's work was included in every Photo-Secession exhibition. In the 1920's and 30's Bullock became the corresponding secretary curator at a historical society and the time he spent on photography became limited.

John Bullock: An American Vision consists of one hundred photographs, 70 modern platinum prints and 24 vintage prints. Although a few portraits and urban shots are included, Bullock's photographs were predominately landscapes with small human figures in the foreground. In these landscape photographs, Bullock seems to express the desire to either incorporate humans into Nature or emphasize how insignificant humans are in comparison

to the immensity of trees, hills and roads that lead to nowhere. A particularly striking example of this is "Eastward as Far as the Eye can See," 1890, which is a photograph of huge black rocks next to the sea with a small figure of a woman looking out into the vast distance. Another photograph, "By the Still Waters," 1897, which depicts a woman reading to a little boy underneath a tree on the bank of a still stream, evokes the picturesque quality of a Monet. As the photographs span the years from 1891 to 1911, the viewer can see where the shifts in Bullock's work occur. For instance,



"The Coke Burner," 1900, a photograph of a man surrounded by geyser-like formations which cannot definitely be identified as steam, is evidence of Bullock's moving away from the pictorial to the allegorical realm. There is an infinite stillness and a quality of timelessness in Bullock's work. Bullock's mastery of contrast between light and shadow is clearly evident in all of his photographs, particularly in "Her Wedding Journey," 1888. Finally, Bullock's structural sense is consistently and beautifully intact.

John G. Bullock will be at the Comfort Gallery for one more weekend only. Take a blue bus ride over there—the exhibit is well worth the ride!

New album is worth a listen

BY ANDI DEDOLPH

Melissa Etheridge? Never heard of her. (That's what living in Montgomery, AL for two years will do to you.) So, I listened cautiously to her new album, *Brave and Crazy*, not at all sure what to expect. I was pleasantly surprised with what I heard. The woman ain't bad—matter of fact, she's pretty damn good.

The music itself is an excellent combination of rock, country, and blues.

The greatest part of the music, aside from her fantastic guitar, is her voice. Deep, throaty, and raspy, it gives the music a rugged

quality. Lyrically, the album is mostly melancholy, cliched love songs. The theme of most of the songs runs along the lines of either "I love you, why don't you love me back" or "I really don't, and never did, love you." One song that really distinguishes itself from the pack is "My Back Door." The song discusses growing up and leaving behind the naivete of childhood without being sappy, a rare feat.

All in all, I liked the album a lot musically, but got a little bored with it lyrically. So if you're looking for good music and the words aren't that important, this album is for you.

MC LYTE--DON'T YOU DIS HER

BY JAMIE TORTORELLO

The most amusing picture that comes to my mind while listening to MC Lyte's new album *Eyes on This* is of Public Enemy's Chuck D fleeing from her. She doesn't need to catch him...I wouldn't wish that fate on an artist I like so much...but I do fancy the notion of the embodiment of hip-hop power being forced to run away from the violent wrath of a woman even tougher than he. Not only that, but I figure he'd be running backwards, taking to heart her warning "Don't turn your back, 'cause this mike'll be in your ass."

Armed with obscene language and a kickass attitude, MC Lyte is just about the most empowering female performer around right now. Even better, she roots her power in rap, a genre that, with its pounding rhythms and harsh voices, oozes male sexual and physical energy. Usually, I enjoy aggressive male rappers in small doses, but after repeated listening, they become exhausting. In my mind, lines blur between artistic and actual threats. MC Lyte, though, with the same exact poses and rhymes makes me laugh and cheer her on.

In *Eyes on This*, she doesn't disappoint,

throwing out song after song affirming her (not to mention her audience's) right to be violent, sexual and powerful. In "Please Understand", the most perversely humorous of these tough woman songs, she systematically disposes of men who commit various evil acts against her, including getting other women pregnant and being "too friendly." The worst punishment is reserved for "Cory" who tries to feel her up. She tells us that she "flipped him to the floor...kicked him down the stairs...[and] rolled him to his car." Periodically, in this song, we hear a woman pleading "I just want you to understand" and a man responding "Understand what?" We listeners can complete the phrase to read, "I just want you to understand that if you don't behave I'm going to beat the shit out of you." Her violent threats and insults are not for men alone though; rival women receive the same treatment. Her stabs at others are quick, painful, and often obscene. While our first response might be nervous laughter, the simple act of quoting her offers the pleasure of power to her listeners.

One of the best songs on the album strays from this boasting style, but is just

as powerful. "Cappucino" brings a new twist to the much used theme of the drug problem by telling the story of a woman who is caught and killed in the crossfire of a drug war in a West Side cafe. After this incident, she asks herself over and over, "Why, oh why, did I need cappucino?" This song seems bizarre and comedic until she describes cappucino. Here we realize, that cappucino is actually meant to be the drug, expensive but good. She concludes by saying that if she gets killed when she drinks cappucino, she'll stick to tea. The message here is clear; she's not denying that drugs feel great, but they're not worth the self destruction that goes with them. It's better to stick with something weaker, but safer.

I'm already psyched for MC Lyte's next album to come out, and in the meantime, I'll be spending lots of time listening to *Eyes on This* as well as her first album, *Lyte as a Rock*. They are worth listening to; not only do I love her music, but I also figure that it is a better idea to be one of her fans than one of her enemies.



Dear Mrs. Hank



Confessions of Honor Board-- On our Honor con't

Continued from Page 5

Dear Ms. Hank,

I am a prospective student. I've been admitted to Harvard, Princeton and Stanford, but Bryn Mawr is my first choice. However, I rely on a wheelchair to get around. This isn't necessarily a problem, but friend of mine who visited Bryn Mawr last year said that I shouldn't even bother applying to BMC. She said that I wouldn't even be able to get into the admissions office, much less most of the classrooms.

My family doesn't have a lot of money, so I can't explore every campus I'm interested in. We only have enough for me to visit a few colleges that are very good bets. Another friend said she read your column in the school newspaper (advocacy journal? feminist paper?) and suggested I ask your sage advice. What should I do? I can't believe that a women's college with feminist intent isn't wheelchair accessible—how backwards!

Disillusioned,

a disbelieving prospective

Dear Disbelieving,

Although there are those who would question the feminist intent (and content) of this women's college, your

question is a good one. It is true, if you come to Bryn Mawr, you will only be able to visit friends on the first floor of Erdman or maybe Radnor, if you're the coed type. You will have to go through a contemptible amount of hassle to have a ramp set up for you anywhere else — although for most of Bryn Mawr's collegiate Gothic campus, a ramp is not a remedy.

Although the Campus Center, Computer Center and Thomas Library are wheelchair accessible, you'll have to go through the back way to get into the Thomas and the Campus Center. In Thomas you will encounter a myriad of tunnels as you wander through the basement — exciting but certainly not convenient. The excitement is, of course, contingent on whether you can figure out a) where to find these entrances (there are no signs) and b) when to try them (they're usually locked).

In case you had a shred of belief left, it gets worse! Most classrooms, dorm rooms, the Administration (including the deans and the President, safe in their ivory offices), Financial Aid, the Comptroller's Office, Student Payroll, Dining Services, Physical Plant, Housekeeping—the list goes on, but you get the picture—are inaccessible to you,

dear Disbelieving. You can only get them by telephone. Perhaps you, wise woman that you are, chuckle at the fact that you wouldn't ever have to go to the Dark Place [Ed. Note: This is Haverford College], the place that the Blue Bus goes, because you couldn't get on the Blue Bus. But consider the fact your course options would be cut in half, indeed, nearly eradicated if you are looking for Womyn's Studies!

Dear Disillusioned, I hang my head in shame, for even I have no answer to your question. How can a college priding itself on its diverse aspects exclude womyn simply because they have physical abilities that differ from the majority? None of us — not even our most esteemed tallest of tall, who shall yet remain but an allusion in the Mac of Ms. Hank — no, none of us is safe in our physical "ability". This is the most puzzling thing of all; in the construction of our campus, as in the construction of our ableist society, we erase the fact that we are all, if physically able, only temporarily able-bodied.

Death to the Patriarchy and an End to Ableism!

Ms. Hank

Jennifer Spruill, '90

The BrynMawr Paper-Doll Collection

THE BRYN MAWR PAPER-DOLL COLLECTION

← FIG. 1. MAWRER. IN THIS CASE, A FROSH.

MAWRER UNDERWEAR. PART ONE: THE CASUAL LOOK. TANK TOP AND BRIEFS. MORE STYLES TO FOLLOW, WATCH THIS SPACE.

COSTUME # ONE: "LANTERN NIGHT"

HEAVY UNDERCLOTHING. USUALLY IN DARK COLORS. LANTERN NIGHT TRADITIONALLY COLD. LAYERS A MUST.

BATROBE. ANTIQUE DESIGN. SMELLS LIKE TAYLOR. ATTIC. PROBABLY FITS BADLY. BASIC BLACK, VERY VERY TRADITIONAL.

LANTERN NIGHT TEA INVITATIONS. TRY TO AVOID STEPPING ON THEM.

TRUSERS. OPTIONAL, BUT RECOMMENDED.

LANTERN. IMBUE WITH GREAT TRADITIONAL SIGNIFICANCE. DO NOT BURN YOURSELF WHEN PICKING IT UP.

SHOES. GRASS IN CLOISTERS TRADITIONALLY LONG AND WET. FEET SHOULD BE SHOD ACCORDINGLY.

OPTIONAL HAIRSTYLES. COLOR TO SUIT YOURSELF. MORE TO FOLLOW...

COLOR + CUT!

BY HOLLY HUTCHISON '90

Tang Yean - a Chinese restaurant where a vegetarian can say, "I'll have the wonton soup ..."

BY ARIEL HART

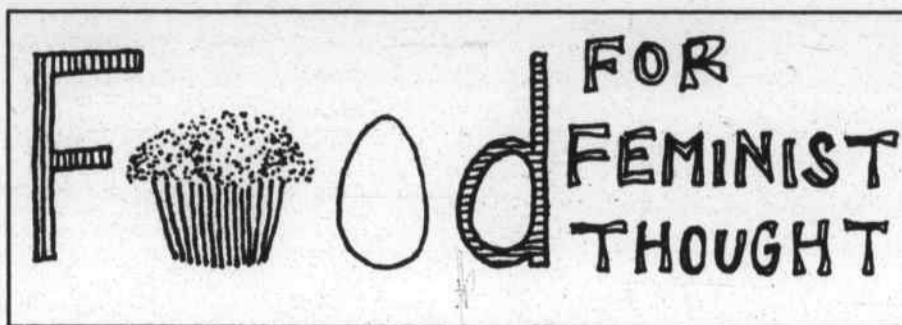
Well, hello! Fancy meeting you here in this swank pad. Just in case your mind's on your date's new duds which follow oh-so-carefully the curve of her/his back (sorry, man or woman? - I don't have my glasses)(come to think of it, I don't even wear glasses), let me clue you in - we are at Tang Yean, that ultra-cool swingin' place with the pink tablecloths in the heart of Chinatown, that serves Mexican food. Just kidding - thought I'd bring a little humor into my intro to break the tension possibly produced by the earlier sex-related comment.

So! We are here. A tad daunted at first by the dim lights, classical music, snazzy-looking folded napkins and stuff on the aforementioned tablecloths, our wallets soon relax as they realize that most people in the restaurant are dressed casually, and that the menu lists prices well within the range of someone who can afford the train trek downtown. Which is to say, most of the main dishes are just over five dollars apiece, and in my humble opinion just one main dish would be enough for two people to be satisfied on, what with the rice and all, especially if you get an appetizer or something.

But wait - I'm leaving out the most important part. You see, the cool, cool thing about Tang Yean is that it: 1) serves

healthy food to all who enter, foregoing the dreaded MSG (I personally don't know much about MSG, except that you're supposed to avoid it, and that one of my housemates has these cans of it which she sprinkles directly onto bread), and 2) has a VEGETARIAN section of the menu! Some carnivores out there may have no idea what it means to a woman who has not been inside a Chinese restaurant since her moral coming-of-age to say the words, "I'll have the wonton soup for starters." So you will have to excuse this reviewer if her review has a slightly euphoric slant; I just can't believe that I sat in a restaurant and looked at about five million choices on a menu and picked what I wanted to eat, and it was all Chinese. Now, I'm not vegan, but the woman on the phone swears up and down that there are no egg or milk products in their vegetarian menu, so it appears to be safe for all. They use a lot of that meat substitute - is it special tofu or something? - that appears to be marinated, and which tastes wonderful. They divide their vegetarian menu into sections like the carnivore menu, listing dishes under "Duck," "Beef," "Seafood," etc., but be not alarmed, it's all substitute. That means no animal broth in the wonton soup, too, which was really amazing. Nice big non-mushy wontons.

So. Let me tell you what I just ate. We



started out, as I say, with the wonton soup, which appears to be a recurring theme in this article, but it deserves it. Then we went on to the stuffed bean curd (cruel carnivore lingo for tofu), which were tofu deep-batter-fried (about the size of dumplings) and smothered with vegetables and sauce, and we also had this fake beef dish or something, I think. I took home a container of the something or other Chicken in Spicy Sauce, but it never made it to my next sit-down meal. In the end they don't give you fortune cookies; they give you orange slices and hot damp towels, which make you feel wonderful.

The one thing that bothered me was that there was no soy sauce on the tables, and I thought the food needed more soy sauce. Not that I had the presence of mind to ask for some, though. Hmm. Well, what I'm going to do, and what I encourage you to do, is, before I go next

time call up (925-3993) and ask if they just don't buy soy sauce because there's something unhealthy about it, and if that is the case, if they would mind if I brought my own bottle. Oh, yeah, they do have soda pop - Coke, Diet Coke and Sprite.

So if your tastebuds are starting to take violent hold of your brain's motor functions, here are the directions (I know I said you're already here, but that was just a funky way to start a review): it's 220 N. 10th Street. That means you take the train to Market East, find 10th St. (for the uninitiated, Market East brings you up into the Gallery mall, which runs parallel to Market St., and 9th, 10th and 11th run perpendicular to the mall - I think 10th is just outside Strawbridge's, maybe) and take it all the way through the big pretty Chinatown gate - a few blocks down on your left will be this little yellow and red sign beckoning you to paradise. Take my advice and succumb.

Catie's column on curriculum continued

continued from page 6

but that she would go so far as to suggest that she did not like students who were lesbians - as if tolerance and approval were mutual terms. The danger of the moment and the issue of the times had suddenly telescoped itself, it would seem, into a question of the fine line of tolerance and its apparent relation to the personal regard of others. Very real feelings and situations were right out there on the line and yet the solution to anonymous slurs and harassment had become synonymous with President McPherson's personal opinion. The very power that had been denounced as institutionalizing and intrinsically discriminatory - the very power that had wielded a paintbrush en masse to obliterate what some defended as "affirming" - was now called upon to erase the past and establish the future. The ball is in your court, we seemed to be saying *prostrate at President McPherson's feet*, we would so like you to hit it here. *Please like us.*

Along similar lines my predecessor as Co-Head of the Student Curriculum Committee, Beth Posner, wrote an article for *The College News* on March 31 of this year castigating the faculty and Administration for not taking "on the role of the educator."

We [the students] were the ones making the demands, thinking of the right questions to ask, and ultimately becoming aware that the educational system had gone awry.

It was time, I believe we all thought, that our faculty begin teaching us to ask these questions, to examine what was going wrong in our classrooms and our curriculum. It was time that they not only begin laying bare the inevitable western bias (and perhaps white male bias) of their pedagogy but that they also challenge our individual plans of study, our major plans, our course decisions.

Eloquently and forcefully her article continues, denouncing the denouement of the issues of diversity and prejudice, and again calling on the faculty in her advocacy of "the classroom" to take on

the role of educator.

The classroom is a place where we play out all our expectations of human relationships and interactions. It is the most obviously hierarchical setting we have in college. It is also an intimate, familial type setting where we are expecting to learn and be challenged.

I want to spend four years prostrate to the higher mind, get my paper and be educated

Or, as four Brits once put it, *please, please me.*

In many ways, it was Beth's last statement at Bryn Mawr on the subject.

But I don't think it should be ours, necessarily. If anything can be gleaned from these images I have been rehearsing here - from the Indigo Girls to the Grafitti Forum to Beth's article - it is the great and overwhelming emphasis we have placed as students on the personal approval and sanction of the Faculty and Administration of Bryn Mawr to the extent that it has defined our role as active contributors and the terms of our contribution to the College's curriculum and mission. The drive again and again for a faculty-instituted diversity requirement in all its versions and implications - to have them say en masse Yes! to our idea of proper education - has distracted us from the pursuit and responsibility of creating alternatives or supporting policies on the student government and individual student level. Shouldn't we also be thinking of instituting on ourselves a Diversity Requirement, via the Self-Government Association's Constitution or the Honor Code? Couldn't we also be caucusing ourselves either as majors or divisions or language speakers to generate ideas, suggestions, and helpful critiques of our curriculum? The Faculty and Administration have to deal with a very strict Plan for Financial Equilibrium - what about Bryn Mawr students creating our very own Plan for Diversity? Perhaps, if anything, it will enable many to understand how very difficult the past several years have been for the faculty, trying to create a document that would gain wide acceptance and support. And, perhaps,

as well, it will grant us some new sense of control over our lives here and our studies, some sense of accomplishment, and direction in the face of the faculty's seeming inaction and disapproval.

Yet if we know anything by now and because of those who came before us, we know that we are in for the long haul or not at all. The faculty of Bryn Mawr College does control the curriculum and that will not change. But that does not in

any way determine the importance or the effect of creative student contributions to the process of achieving a properly diverse, dynamic, interesting curriculum, student body, and faculty. If we allow ourselves to think that simply because we have no vote, we have no say in the curriculum, we will have no say - *we will spend four years prostrate to the higher mind, get our papers, and that will be it.* We are better than that, deserve more, and can deliver it.

Groovy Movies ...the continuing saga

November 16: *What's Up, Tiger Lily?* (1966, 80 min.)

You've never seen anything like it—the only Woody Allen film that doesn't star Allen but does star his voice. . . Allen bought the rights to a Japanese spy thriller and then dubbed over his own dialogue, transforming it into a James Bond takeoff. Hilarious, one of his earliest and funniest. You'll regret it forever if you miss this chance to see it.

November 30: *Variety* (1984, 97 min.)

Made by American independent filmmaker Bette Gordon, this movie explores the right of women to sexual fantasies without punishment or degradation. Christine sells tickets in a porno theater in NYC, and prompted by the constant sounds from the movie theater, she starts to pursue her voyeuristic urges for both the movies and the customers. . .

December 7: *The Emperor Jones* (to tell you the truth, I remember neither when nor how long this is)

This film stars the incomparable Paul Robeson, an incredibly powerful, intelligent,

handsome, political and musical man. He was the first Black All-American from Rutgers (he played football), went on to get his law degree from Columbia (although he never passed the bar exam because Blacks were still not allowed to practice law in New York then), performed in Europe for many years as a singer and an actor, came back to live in the U.S. but in the 50's was called before the House Committee on Un-American Activities due to his support of communism, was one of the few people who actually dared stand up to them and refuse to cooperate, and in later years was turned against by his fellow communists for disassociating himself from Stalinism. . . I could go on and on with this run-on sentence about how amazing Robeson is, but the best thing is just to go see this film and experience his strength and talents for yourself.

December 14: Film title to be announced, but we promise that it will be something amazing and ever so much more fun than your finals

- Amy Ongiri



Horned Toads: Women's rugby is tough; not brutal

BY KAREN SOLOMON

What exactly is the image that comes to mind when someone utters or perhaps mutters the word combination "women's rugby"? Women without sense, scales, or skirts? Now may I ask, have you ever watched the Bryn Mawr/Haverford women's team play? To clarify one of the bigger misconceptions, rugby is a game where you're at the most danger to yourself and others if you haven't learned the game, and it's a complex game. Unlike football, rugby is not a game played by a bunch of brutes out for one purpose only: to kill each other. Although the end result is similar—to touch the ball down in the try (similar to the end) zone—what happens between the kickoff and the try is quite different. But you'll have to come see a game to find out what happens there; I don't have enough room here. With fifteen players to a side each team is broken down into the scrum, who basically work to obtain possession of the ball, and the backs, who run with the ball in an attempt to score tries.

Among the Horned Toads (that's right), the scrum consists of ever-rucking Martyrs Felicity O'Herron, Carla Tohtz, Sarah Gill, Rachel Gilman, and Shannon Ross, and Ford Andrea "Toast" Hubbard. New to the scrum are Martyrs Jenn Reed, Gidian Mellk, Val Papaconstantinou, Alix Cohen, Callie Chenault, and Elizabeth Courtenay. The backs include die-hard Martyrs Andhra Lutz, Seanna Melchior, Karen Solomon, Kim Boltz, and Jennifer Frisby, with newcomers Emma Barinas, Danielle "Smelly" Voogt, Liberty Rucker, and Hannah Kim. The team is lead by co-captains Andhra Lutz and Karen Solomon. The turnout of so much new talent, and with the consistent coaching provided by Oscar Mathews with help from Eddie Lyden, a new hope has been sparked for future success and longevity of a team which has had its ups and downs.

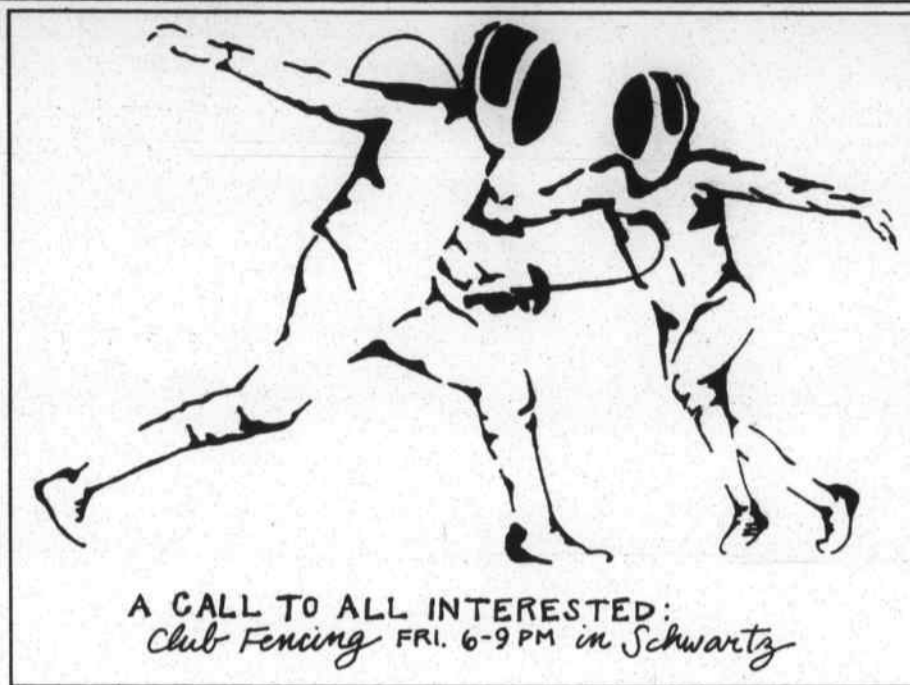
Whenever it is revealed that I do in fact submit myself to this sport as I have quite willingly for the past three years, I am usually asked the same questions: Don't you get hurt? I usually reply with the note that I knew a woman who gave herself a concussion in swimming by doing a flip-turn and head-butting the wall, but in answer to the question, everyone gets their share of the usual bruises, but those you usually don't feel until the day after the game or that night, when, and if you take a shower. Another common misbelief is that you have to be

big. I, being of average size relative to the rest of the team, am a towering 5'3", and weigh a bulldozing 135 pounds. Yes, we do play against some rather sizely women, but unless you've somehow mastered inertia, big doesn't always mean fast. And you what? You tackle people? Oh, I could never do that. Well, I reply, if you were to play you would tackle, because we all tackle, the biggest and smallest of us. Another story I like to tell here is from the days when I was playing international rugby (actually while I was studying abroad my university just happened to have a team), and a woman from my team of similar stature to myself did a flying tackle on someone who, considerably bigger than herself, to put it simply, did her wrong. And she walked away unharmed. The skills we learn last a lifetime.

If I've held the person's interest this long, usually the next question is when do you practice? Monday, Wednesday, and Friday, from 4 to 6 at Haverford on the pitch (rugby lingo) down by the lower parking lot by the field house. Coming out to practice does not mean that you have to sign for life, but I haven't met a person yet who has played in a single game and, if able, stops playing. For someone who hasn't played I can't put the attraction to rugby into words, but there's just something about it that keeps us coming back.

Even for the person who, out of her right mind, would never consider playing, we have games on most Saturdays, with four home games currently scheduled. All home games are at the Haverford field starting at 11AM. This Saturday, October 7, we'll be playing Princeton at home. Word of advice: if after watching the game you still don't understand just what it is about rugby that we so adore, stick around a little while after the game: 'nuff said. Also currently scheduled is an October 28 game at Shippensburg for all you faithful fans, you. On November 4 we play Penn at home, the 11th we'll be taking on our arch-rivals Swarthmore for what should prove to be a very exciting match, then on the 18th we'll be closing the season with Bucknell at home. And for those of you who just can't get enough this season, the mighty Horned Toads will be back in the spring.

[Editor's Note: In their first scrimmage against Franklin and Marshall, the Bryn Mawr Rugby team kicked ass, winning 12-0!]



A CALL TO ALL INTERESTED:
Club Fencing FRI. 6-9 PM in Schwartz

Bryn Mawr soccer team kicks off to a whopping good start

BY LAURA HART

Heading into October with a 3-2-2 record, BMC soccer is riding on the momentum of two high-scoring shutouts and a strong performance at the Seven Sisters Tournament. The return of seniors Mary Scalia and Sam Tarlton from junior year abroad and a turnout of an exceptional number of talented players has transformed the team into one that does not seem to understand the concept of losing. Co-captained by seniors sweeper Beth Severy and stopper Laura Hart, the team looks forward to a number of home matches this month.

Forgetting their past tendency to be a low-scoring team, Bryn Mawr opened their season with a 5-0 trounce of Muhlenberg on September 12. Strong performances were shown by freshmen goalkeeper ZB Bornemann, forward Erin Adamson, and half back Elizabeth Hogan as Bryn Mawr effectively shut down Muhlenberg's squad. Riding high in this win, the team traveled to Mount Holyoke College in Massachusetts on September 15 for the Seven Sisters Tournament.

After a heart-breaking loss in overtime to Wellesley in the first game, Bryn Mawr went on to defeat Haverford and Swarthmore and seize fifth place. Backed by a strong defense led by keeper Bornemann, captains Hart and Severy, senior Christine Ching and sophomore Alexa Webber, Bryn Mawr soon

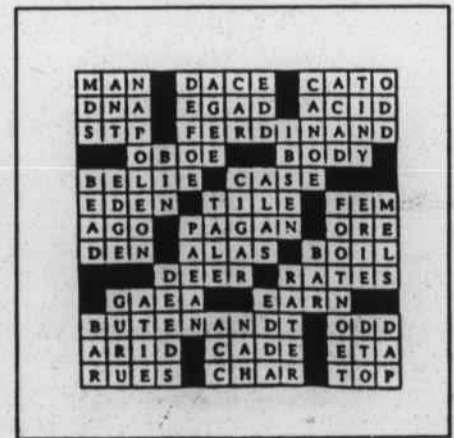
dominated the Haverford game. Goals were scored by seniors JoAnne Meyer, Mary Scalia, and sophomore half-back Pearl Tessler, leaving the final score 3-1.

On Sunday, Bryn Mawr faced Swarthmore. After taking an early lead of 2-0, Bryn Mawr showed visible fatigue from the long weekend and allowed Swat to come back with two goals at the end of the game. The squad held on fiercely in overtime, however, and went thirty more grueling minutes without giving up a goal. The game ended officially with a 2-2 tie, but for tournament purposes, penalty shots determined the winner. Severy, Meyer, and Adamson put three shots past the Swarthmore keeper while Bornemann held the opposition to an incredible two goals. Bryn Mawr took home fifth place, and the same record as the second and third place teams.

After a disappointing 4-1 loss to Kultztown on September 21, Bryn Mawr rebounded against Gaucher on September 28. Once again the squad came out in full force, defeating Gaucher 6-0 and giving Bornemann her second shutout of the season. Bryn Mawr gave their fans quite a show at the first home game of the season, completely dominating the flow of the game on a beautiful sunny afternoon. Most of the rest of the games of the season will be played a Bryn Mawr, with nearby away games at Haverford (October 4), Swarthmore (October 12), and Penn (October 21).

Wanted: Heterosexual man--must be intelligent, able to cook and clean and make really good tea. Contact C-1716 now!

Solution to Page 4 Crossword puzzle



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