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4-20-1955

### The College News, 1955-04-20, Vol. 41, No. 21

Students of Bryn Mawr College

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#### Citation

Students of Bryn Mawr College, *The College News, 1955-04-20, Vol. 41, No. 21* (Bryn Mawr, PA: Bryn Mawr College, 1955).

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# The College News

VOL. 21, NO. 21

ARDMORE and BRYN MAWR, PA., WEDNESDAY, APRIL 20, 1955

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PRICE 20 CENTS

## BMC-Princeton Chorus Concert Includes Work Of P. Hindemith

especially contributed by Suzanne Jones, '57

Saturday's choral concert in Goodhart Hall, presented by the Bryn Mawr College Chorus and the Princeton University Chapel Choir, was designed to give visiting parents an idea of the work done by the Chorus during the year.

The first part of the program, performed by the Bryn Mawr Chorus under the direction of Mr. Goodale, included selections familiar from Sunday night chapel services and the recent concert with Lehigh. Notable among these were three excerpts from Katherine D. Fisher's cantata, "The Lamp on the Stream," which saw its premiere performance here on March 5. Effectively and expressively sung, the group was both representative of the whole work and satisfying in itself.

### Church Music

The Princeton Choir, under Dr. Carl Weinrich, presented a selection of church music. The numbers were characterized by a wealth of harmonic and dynamic effect, carried out with sureness and control.

The choruses were combined under Mr. Goodale's direction to conclude the program with three sections from the requiem "For Those We Love," Hindemith's musical

setting of "When Lilacs Last in the Dooryard Bloom'd," by Walt Whitman.

The poem, written to commemorate the death of Abraham Lincoln, is both an elegiac representation of the country's grief at the loss of its leader and a joyous song of praise for death, the "strong deliverer." Paul Hindemith, who had taken refuge in this country from the Nazi regime, set the poem to music in circumstances similar to those under which it was written—after the death of Franklin Roosevelt and the end of the Second World War—with the object of recreating in music the complex feeling of the words.

### Orchestra Lacking

The excerpts as performed Saturday lacked the orchestral parts for which, along with those of chorus and soloists, the work was intended, but they were saved from any impression of incompleteness by the skill of Mr. Alwyne at the piano. The piano arrangement, far from being a simple accompaniment, demanded a display of virtuosity that would have been an achievement in itself, and Mr. Alwyne not only overcame its difficulties but made it an essential, expressive force in the performance.

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## Originality And Variety Are Found Present In Dance Club's Concert

by Anna Kisselgoff, '58

It was certainly a great pleasure to attend the concert given by the Dance Club last Friday night. Combining freshness, enthusiasm, and originality, it served to prove that Bryn Mawr's creative instincts are not as dormant as they seem to be.

A well-chosen program was largely responsible for this. The first half consisted of folk dances. The first of these was a Hungarian dance "Verbunkos," described in the program as a dance which was "used to recruit soldiers into the army". Accordingly, the members of the Dance Club marched on stage in a well regimented formation, clad in bright colored jackets and helmets, and black leotards and tights.

Leora Luders, costume director, is to be commended for the good use she made of the basic leotards. The "Verbunkos", with its kicks and stamps, consisted mainly of basic character dance steps, which were performed rather well.

The second dance, the Hungarian "Ritka Buzs", was brief but charming. Fortunately, the dancers made good use of their facial expressions, since it would be quite easy for a traditional dance of this type to become stilted.

The third number, "Of Palestine," alternated the traditional Palestinian dances, "Hora and Mayim," with the Hora being danced twice, and the Mayim between the two Horas.

Hank Dane, of Haverford, proved an able accompanist on the banjo.

The next dance, "La Jota", Spanish peasant dance, was not as well executed as the previous ones. The line formations seemed to be hard

to keep, and the "feeling" for the dance did not come out too well. However, this is a defect found even among many professional dancers, who, if they are not Spanish, find that type of dancing extremely hard to do.

The last folk dance "Of the U. S.", was a pleasure to watch. Dressed in straw hats, jeans or bright skirts, the dancers executed theatrical variations of basic square dance steps, employing regular square dance formations. This was a fast moving dance where the dancers were visibly enjoying themselves. It was a number marked by lively dancing and lively music, provided by Hank Dane and Bob Benjamin.

With the exception of the last dance which was arranged by Dina Bikerman, all the folk dances were directed by Mrs. Yolanda Brutton.

The second part of the program, which was devoted to modern dance, started off quite well with Leora Luders dancing in her own "Indecision". By synchronizing her body and facial expressions perfectly, Leora demonstrated that she was an excellent mime with a flair for the comic.

The next number, "Love Perhaps, or a Baby Bird," was an interpretation of an original poem by Anne Mazick, performed by Anne, Violet Shaw, and Dina Bikerman. This was an ambitious work, but because of the reliance upon gestures and voice, it can not be classed in the strict dance category.

Mary Vopys' dance, "Scarf," performed by herself and Wendy Kaplan, was danced without music. It was a well-thought-out piece of choreography, centered about the

Continued on Page 5, Col. 6

## 'County Fair' Theme Of Soph's Carnival

"County Fair" will be the theme of the Sophomore Carnival, Bobbie Burrows and Gwe: Garland, carnival co-chairmen, recently announced.

Held on the afternoon of Maids and Porters Show, April 23, the carnival will begin at 2:00 near Taylor with the traditional freshman float parade. Judged by Mrs. Marshall, Professors Sloane, Dudden, Leblanc and Ferrater Mora, the floats are made by the freshmen in each hall.

### Auction, Booths

After the parade, the carnival itself will be held on Denbigh Green or in Goodhart, if it rains. The carnival will feature an auction, with articles contributed by the faculty, and booths similar to those found at fairs and carnivals. Each hall has charge of at least one booth.

Admission will be by a general admission card, which will be bought at a central booth and punched at individual booths.

The general committee members, all sophomores, include: Ginny Gavian, Nancy Coyne, Caryl Sharlow, construction; Joan Brandwein, Suzanne Knowlton, souvenirs; Mitzi Wiseman, Betsy Miller, refreshments; Margie Milbank, float parade; Rabbit MaeVeagh, Epey Cooke, publicity; and Ann Anderson and Bobby Zwart.

Louise Breuer has been named to head Freshman Week Committee and welcome the Class of '59 this fall.

## CALENDAR

Thursday, April 21

8:30 P. M. Panel on Social Work sponsored by the League. Common Room.

Friday, April 22

8:13 P. M. Arts Night. Skinner Workshop.  
"La Nuit En Rose", masquerade party, Wyndham.

Saturday, April 23

2:00 P. M. Freshman Float Parade, followed by "County Fair", Sophomore Carnival on Denbigh Green (Goodhart in case of rain).  
8:30 P. M. Maids and Porters present "Carousel", Goodhart.  
10:30 to 2:00. Junior Prom, "Picnic", Gym.

Sunday, April 24

7:30 P. M. Dr. Morton Enslin speaks at chapel service. Music Room.  
8:30 P. M. Haverford College Friends of Music, Mme. Agi Jambor will play works of Bach and Beethoven.

Monday, April 25

7:15 P. M. Miss Robbins will speak on Churchill at Current Events. Common Room.

Thursday, April 28

8:30 P. M. Frederick A. Pottle, editor of Boswell's London Journal, will give the Ann Elizabeth Sheble Memorial Lecture on "Boswell Revalued." Goodhart Hall.  
8:30 P. M. Linus Pauling, Prof. of Chemistry, California Institute of Technology, will speak on the "Structure of Proteins". Sponsored by Sigma Xi. Park Hall.

## Maids & Porters Give 'Carousel', Adaptation of F. Molnar's 'Liliom'

One of the most exciting of this weekend's events will be the presentation of Carousel by the maids and porters. The show, adapted from Ferenc Molnar's Liliom, has been cut slightly, but all of the plot and most of the details of the original remain.

The story concerns a mill girl, Julie, who falls in love with Billy Bigelow, the barker at a carousel. Although he has recently lost his job, they marry. When he discovers that she is going to have a baby, he still has no job.

In desperation, Billy accepts the proposition of his evil friend, Jigger, to hold up the mill owner while he is on his way to deliver the payroll to a ship captain. The mill owner, however, protects himself from the two with his gun; Jigger escapes and is never seen again. Overcome by remorse and afraid of Julie's anger, Billy stabs himself.

### Thru Backgate

The next scene is in heaven: Billy has been let in, but only through the back gate. He is told by the friendly starkeeper that he has one chance to atone for his sins by doing something good for someone on earth.

Billy comes to earth, where he sees his daughter, Louise, now fifteen years old. He tries to make her a present of a star, but becomes angry when she refuses the strange gift, and slaps her, thus ruining one chance to redeem himself.

But his time isn't up yet; he goes to Louise's high school graduation, where the preacher is speaking on the cruelty of hatred.

(He is referring to Louise, who is shunned by her friends because her father was a robber.)

The entrance of Billy, now invisible, and Julie, who realizes who has offered the star to her daughter, and the closing song, "You'll Never Walk Alone," end the show on a wistfully happy note.

## Arts Night Offers Sartre's "No Exit"

8:13 p.m. on Friday, April 22, was selected as the most propitious moment to raise the curtain on Arts Night. The program offers a sampling of Bryn Mawr talent in music, dance, painting and drama, all for five dimes or the equivalent. It will take place in Skinner Workshop.

An assortment of ballads will be sung by Chris Flint who will accompany herself on her autoharp. There will be two dance numbers: "Shattered Image" with choreography and dancing by Dina Bikerman and Violet Shaw and an amusing solo by Leora Luders.

### Art Exhibit

Art in the form of drawings and paintings, can be seen during intermission.

The second half of the program will be a reading from Jean-Paul Sartre's, No Exit. The play deals with the "hell" which faces a man, a nymphomaniac and a lesbian.

Mary Darling will direct the reading. Fritz Janschka will supervise the decor, and Ann Brittain will arrange the art exhibit. Tam Birchfield and Ann Morris are chairmen of Arts Night.

## Revisions Of College Election System Discussed During Legislature Session

At an open college legislature meeting on Wednesday, April 13, students discussed possible alterations in the present college election system.

Although not presented at this meeting, a complete petition election system has been drawn up under the leadership of Patsy Fox. This system would have an election committee (not a nominating committee) as a supervisory board. This committee would set a date for petitions to be circulated and would set a minimum time for circulation, perhaps five days. To be eligible for an office a student would have to secure twenty-five names on her petition. Either the girl desiring to run for office or a friend could start the petition. Signing the petition would mean an endorsement of the candidate. A student could endorse only one candidate for each office.

The organization board for which the candidate was running would then make up a list of questions to be presented to her. Her answers, petition and a list of her activities would then be published, through the hall, the College News, or class meetings. A college assembly, with presidential candidates speaking in their own behalf, could also be held.

Narrowing would be done through the class, although Patsy noted

that the additional work involved in running would mean that fewer and more interested people would run. Voting would be done through the halls. Students would not be forced to vote, but could abstain.

### Potts Presents Idea

Nancy Potts suggested a system under which the College News would be the machine through which the college would learn about the candidates and would vote. The News would print a special election issue, publishing the lists of candidates which were previously submitted to the News through the organization boards or whatever method was considered best. It would also print statements by the candidates and their pictures.

The next week's issue would include ballots, through which students would vote for candidates for all offices. The News would either announce these as soon as votes were tabulated, or would print the winners in the next week's issue.

At the meeting the questions of the desirability of complete college elections and of ipso facto membership were also brought up.

Miss Robbins will speak on Sir Winston Churchill in Current Events this Monday.  
7:15 Common Room

THE COLLEGE NEWS

FOUNDED IN 1914

Published weekly during a College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College.

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Subscription, \$3.50. Mailing price, \$4.00. Subscriptions may begin at any time. Entered as second class matter at the Ardmore, Pa., Post Office, under the Act of March 3, 1879.

Universal Suffrage

They are entirely responsible for the Freshman Week program "and we think it goes very well," said Miss McBride in substance in her speech on Parents Day. Students who read each year with interest and complete surprise the "election" of the head of Freshman Week are a little confused as to how far this responsibility extends. The fact is that the student who heads this very important committee that gives incoming freshmen their first glimpse of Bryn Mawr is elected by quite devious means. Undergraduate board brings up and discusses the names of likely candidates and narrows them to four. These four, who have been evaluated by the administration, are then voted on by Undergraduate Council—that is by part of Undergraduate Council, the heads of the Big Five organizations. This means that four, or sometimes three, students can determine who is going to head the Freshman Week Committee.

We believe this official should be a representative of the whole student body. We realize the importance of this position, and the fact that it is necessary that the student work well with the incoming freshmen, parents, and the administration. At the same time, we believe that a student body capable of electing the President of Self-Government ought to be capable of electing a person for this office.

We feel that the election for the head of Freshman Week Committee ought to be included in class elections in the spring, with nominating, narrowing, and electing carried on in the same manner as for all other class officials. Not only is this the only democratic way to choose a person for a job that is held to belong primarily to the students, but it would help to arouse interest in that somewhat vague and uncertain period which covers the first few days before upperclassmen return.

This is not only a problem in itself, but it raises the question as to the election of other of the lesser-publicized but vitally important jobs on campus. How many other elections, we wonder, are held by a few students in important offices, and then announced to the college as a democratic decision by the student body?

Dramatic Readings Are Well Received

Judging by the size and enthusiasm of the audiences, the three dramatic readings from Milton's Paradise Lost were definitely successful. The reading, taken from several books of the work, is known as "The Fall of Man."

The part of Adam was played by Ken Geist; Eve, by Erica Lann, and Satan, by Bill Tyson. Mr. Frank Quinn, professor of English at Haverford, directed the group.

For the first performance at Haverford, on March 18, Mr. Quinn acted as narrator. At the following presentations, April 12 and 14, at Bryn Mawr and Swarthmore, the narrator was Larry Hartmann.

Because of the interest shown in this type of dramatic production, the reading will probably be repeated. It is also likely that there will be more productions of this general type in the future.

Russians Decline Digit-Prints, Visit

The eleven Russian student editors who were to have visited the United States this spring have cancelled their trip. They refused to be fingerprinted, a requirement for a visa to enter the United States.

Bryn Mawr was not among the schools which would have been visited by the editors. These schools were: Columbia University, Fordham University and Hunter College in New York City; Tuskegee Institute in Tuskegee, Alabama; the University of New Mexico in Albuquerque; Stanford University in California; the University of Chicago; and the University of Michigan in Ann Arbor.

Student councils, campus newspapers, faculty and administrative officers at 44 colleges and universities in 28 states and the District of Columbia invited the Russian delegation to visit them.

Letters to the Editor

Undergrad President S. Stifler Announces Campus Answers To Election Questionnaire

I am enclosing some of the results from the recent questionnaire on the election system. Although I apologize for any statistical incompetence in correlating them, I think they will be of interest to the campus. The total response was 49% of the campus (figured on finding list figures), somewhat less than what we hoped for, particularly in the freshman class. The 49% breaks down per class as follows:

- Seniors 46.2%
Juniors 56.7%
Sophomores 51.9%
Freshmen 40.4%

Committee Formed

Helen-Louise Simpson and Kit Masella are heading a committee to correlate the suggestions given in the questionnaire. Anyone interested in working on revising the election system should see them this week. The results of this work will be presented to Undergrad Board and Council in May.

Sincerely, Sarah Stifler

Table with 3 columns: Question, Yes, No. Contains 5 survey questions regarding reports, class narrowing, and preferences.

Students Say Discussion In Survey Courses Is Often Irrelevant, Wastes Lecture Time

To the Editor:

We feel that it is time for those opposed to wholesale class discussion, particularly in introductory courses, to present their objections. It is here especially, because of the size of such classes, that discussion becomes undesirable, as the majority of students can neither participate in nor profit from them. There is an unquestionable tendency for a very few individuals to dominate these discussions, often with points irrelevant to the aims of the course or pertinent only to personal interests. Consequently much time which might otherwise be devoted to valuable lecture is wasted.

Although discussion may prove extremely worthwhile in stimulating constructive thought, this is rarely the case except in small and advanced groups. In introductory courses, where only a few have more than superficial knowledge of the material, it should be the task of the professor exclusively to enlighten the students (with all due respect to our contemporaries).

Relevant questions—whether posed by professors or students—are valuable, but the professor should not be reduced to a mere arbitrator against his wishes.

As the Current Events panel on The Value of Bryn Mawr's Education revealed, there is widespread desire for increased class discussion. We hope that these ideas will not materialize to the extent that the purpose of the meeting of the class and the role of the professor will become meaningless.

Sincerely, Mimi Bayer, '56; Ginny Thomas, '56; Joyce Kettaneh, '56.

The News wishes to correct an error that appeared in last week's issue. Samuel Johnson's Dictionary was published on April 15, 1755, not 1775 as reported.

Professors And Students On Current Events Panel Evaluate Many Aspects Of Bryn Mawr's Education

A panel discussion on "A Critical Analysis of Bryn Mawr's Education" proved the basis for an original Current Events session on Monday evening in the Common Room.

Mr. Bachrach attacked the issue from the standpoint of good and bad aspects of the Bryn Mawr system. Among the former he numbered academic freedom in practice as well as in thought, intellectual atmosphere and small classes. He saw as the principal weaknesses the passive role which the student plays, and an over-emphasis of the weight of authority which is not conducive to individual thought.

He felt a number of students leave Bryn Mawr "intellectually passive and submissive." To avoid this, he advocated emphasis on training for critical thought and a willingness to experiment, even at the expense of the quantity of knowledge absorbed.

Two signal points were brought out by Mr. Leblanc. He first "deplored the tragic gap between the sciences and the humanities," feeling that exclusive training in either field cannot lead to a real education.

Commenting upon the insistence of students that they be taught

"practical things" in college, Mr. Leblanc said one must distinguish between large-scale and small-scale practicalities. The small-scale ones should be learned before entering college; large-scale practicalities should be our concern while at Bryn Mawr.

Whereas Mr. Leblanc suggested a five-course plan of study after the freshman year as a possible solution to bridging the science-humanities gap, junior Gail Ames advocated taking five courses during the first two years. She felt this would be profitable during the beginning survey courses. Noting that one can't disagree with a professor if one doesn't have a considerable foundation of knowledge, she suggested abolishing some requirements, taking more courses allied with one's major, and thereby preparing to reach some real conclusions, especially during the last two years.

Senior Charlotte Buase noted that one is very liable at some times to become dissatisfied with the course set-up, and overwhelmed by the amount of knowledge one feels one lacks. Granting that one cannot learn everything, she defended the present requirements and did not favor a five-course freshman year, at a period when

Actors Describe Work In Experimental Drama

To the Editor:

In last week's College News Linda Levitt echoed the plea for "a drama workshop, a class in which techniques of acting or directing could be learned as taught by people with background in the theater."

We are happy to tell Miss Levitt and her readers that such a group is now in existence on an experimental basis. Since last month a small group of students from both colleges have been meeting Tuesday nights in Skinner to work on technique. This year's efforts have been of a trial nature, in preparation for more extensive operations in the fall. We hope that interested students will get in touch with the undersigned, so they may share in our plans for the future.

Unfortunately, neither of us has a very extensive "background in the theater," although we have both been associated with the College Theater for years. Still, there are the books by Russian authors to look to, as well as help from outsiders who are connected more intimately with the stage. In particular, we would mention Miss Claudia Franck, a drama consultant from New York, who will be visiting this spring and whose remarks connecting training in acting with undergraduate life should prove both enlightening and surprising. The time of her visit will be published shortly with an invitation to the whole college community to attend.

Yours truly, Liz Gordon, Gerald Goodman.

"Menagerie" Cast Begins Rehearsals

The cast for Tennessee Williams' Glass Menagerie, to be given by the Bryn Mawr College Theatre and the Haverford College Drama Club on May 5 and 6, has been selected.

Tom Wingfield, the son in the play, will be played by Berkely Harris; Jim O'Connor, the gentleman caller, will be played by Sam Bishop; Laura Wingfield, the daughter, by Caryl Sharlow; and Linda Levitt will play the part of Amanda Wingfield, the mother.

one needs to become acclimated to the college community and activities. She felt dissatisfaction with our college years might be alleviated by making better use of the college community and nearby Philadelphia. Admitting that we perhaps lack contemporary courses, she felt we shouldn't "split the field" so as to take part in more, and generally appeared optimistic about the Bryn Mawr system.

Sarah Stifler proceeded to "defend the requirements, but from a radical viewpoint." She wanted broader background preparation during the first two years, with increased experimentation. For example, she criticized the first year philosophy course as putting too much emphasis on the individual philosophers rather than the history and development of ideas.

She saw much value being lost in required courses stressing facts and figures rather than the development of the thinking process, and felt the danger of a student graduating without a real methodology to be a weakness of the Bryn Mawr system.

Miss McBride defended the major field as developing much more than methodology, and as giving insight into one field which no number of first year courses could hope to give.

# Parents Appraise Life At Bryn Mawr: Sample Lectures, Teas, Panels, Enjoy Chorus Concert And Fine Weather

## Bryn Mawr Curriculum Contains 3 Types Of Courses

One of the panel discussions officially opening Parents' Day, Saturday, April 16, was the session on the undergraduate curriculum, held in the Music Room of Goodhart.

Dean Dorothy N. Marshall opened the discussion with some general information about the plan of study at Bryn Mawr. The courses, she said, include three types: those required for the A.B. degree, those taken in the major field, and a few free electives.

Two main subjects of controversy regarding the course of study are the direction of study, "from the specific to the general," and the unusually large number of courses required in most major fields.

Anne Haywood, a chemistry major, discussed the controversy over the number of courses taken each year. She said, in her opinion, the specialization resulting from the heavy major led to greater co-ordination among all subjects.

### Habits of Thinking

Professor Walter C. Michels spoke in defense of the intense major. The main purpose of a college education, he said, must be to learn habits of thinking, and we cannot do this through superficial thinking.

He told of one physics major who had asked him what he expected of his students after four years of physics. His reply was that a great deal of detailed information was needed for the final examinations, but that any course of study, primarily, should enable a student to recognize the nature of a logical argument, and to read a book.

Judith Catlin, a Russian major, brought out that some students regretted the lack of an "area study."

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## Teaching And Research Most Valuable Combined

Teaching and research have always been carried on simultaneously by the Bryn Mawr faculty. A panel discussion led by Mrs. Manning and participated in by Mr. Berry, Dean Bliss of the graduate school, and Miss Lang considered the value of this two-fold activity for student and teacher.

M. Carey Thomas, Mrs. Manning reported, had two aims in mind in founding the college: to make Bryn Mawr better than Harvard, and to choose the faculty on the basis of their academic calibre and not on their personal charm or wit. (To do this with no money she would stay up late reading the theses of "red-hot Ph.D.'s so that she could get them young and cheap"). The result was a combination of teaching and individual scholarship from the faculty, encouraged by the college.

The contribution of this research to Bryn Mawr was discussed by Dean Bliss specifically relating to the graduate school, and by the other two professors in relation to their personal attempts to integrate teaching and research.

Dean Bliss feels that the one-fifth of the student body which makes up the graduate school has always made a valuable contribution to the education of the undergraduate at Bryn Mawr. These graduate students have a strong influence on the calibre of teaching, not only because the faculty likes teaching students with a single-minded interest in their fields, but because it keeps them on their toes and abreast of current developments.

Secondly, the extra facilities required for the academic work of the graduate students add to the equipment of the rest of the College. Our library and laboratory

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About 225 parents attended Bryn Mawr's second Parents Day, according to "Weezie" Simpson, chairman of the Parents Day Committee. Of these, most came from the East Coast, with about two-thirds from New York.

The general feeling seems to be that Parents Day was a great success. "The high point of the day was definitely the afternoon sessions", explained Weezie, and it is thought that perhaps next time there might be opportunities to go to more sessions.

Weezie noted that she and Mrs. Paul were quite pleased with the number of students working on Parents Day, altogether between 100 and 150. She also wants to thank the faculty committee members, Mr. Green, Miss Mellink and Mr. Michels, and the faculty members who were willing to give a "Saturday lecture".

The only catastrophe of the day was the serving of "salt instead of sugar in the Deanery tea."

## Climate Change Explains Collapse Of Some Mediterranean Civilizations

The profound, but often neglected, influence of climate upon civilization was the central theme of "Climate and Civilization", a Parents' Day lecture by Dr. Rhys Carpenter in Dalton Hall.

Dr. Carpenter cited three "astoundingly heavy effects" of climate on comparatively modern civilizations: 1) The dust bowl of the Southwestern United States; 2) the glaciation of Iceland, which did not have ice when it was discovered; and 3) the glaciation of Greenland, which drove out a Norse colony, and which is now receding.

However, Dr. Carpenter showed the relationship between climate and civilization most extensively in the Mediterranean region, for which he has developed a new theory not yet accepted by his archaeological colleagues.

Today there is no rain in the Eastern Mediterranean region during the summer, although it does rain during the winter. This condition results from the same cause as the lack of rain in the Sahara desert: the action of the air and winds which rise from the Equator. In effect, the Sahara desert moves up into the region of eastern Greece during the summer, and the land is terribly arid.

The cause of the former lushness in desert regions, Dr. Carpenter attributes to the ice sheets during the Ice Age. As they moved south, they pushed the temperate climatic belt south until it reached the present Sahara region. Then, as the ice retreated, the rain-bearing climatic belt moved north, and the civilization was destroyed.

However, "it is possible to imagine" that even more ice melted. This, said Dr. Carpenter, "ought to make more Sahara" over southern Europe, and this assumption seems true as evidence indicates that in 6000 B.C. southern Europe was warmer than it is now.

Is this profound climatic change constant? questioned Dr. Carpenter. Although scientists do not know if climate is cyclic, there is further evidence of the similar influence of climate on civilization in the Mediterranean.

For instance, in 1200 B.C. the great civilization of the Greeks and the Hittites in the Eastern Mediterranean collapsed suddenly. Dr. Carpenter listed and discarded the possible reasons for this collapse: "Political reasons (although

## President Describes BMC's Make-up, Brings Out Independence Of Students

"Turning to the student as an adult person who should be learning to make her own decisions," was the theme when President Katharine McBride spoke to the parents at 12:00 p.m. in Goodhart. She explained "why we do what we do."

Academically, perhaps the student should have all the independence she can take. A professor will tell her when he thinks a project will lead to a dead end, but let her make the choice and help her with what she chooses. This may mean that a professor is working on as many projects as he has students. "Nothing is so demanding of faculty time," said Miss McBride who considers this policy "well worthwhile."

In addition, faculty members also work on their own research.

This gives the professor a "knowledge of what is possible in advancing fields of study not available in any other way."

Policy making and operations relating to social life are shared by the College staff and Self-Gov. Deans and wardens along with specialists, including physicians, psychologists and vocational advisors, know the student well enough to help her when she needs it, whether she is aware of the need or not.

### "Selected Group"

Self-Gov. is successful because the students are "a pretty highly selected group" and "enough students care" to make it work well.

"We talk with them and offer suggestions," said Miss McBride. "Often enough I find the student proposal was the better," she continued. "Their knowledge of their own group is closer and more accurate than mine."

Bryn Mawr's students run many college activities, including some managed by staff officers in other colleges. They are entirely responsible for the Freshman Week program "and we think it goes very well."

In addition there are activities like current events and sports. Some students participate in many of these. A few join none. "My own theory," said Miss McBride, "is that each student should be interested and active in one."

### Respect Strong

Bryn Mawr's relation to its students is one of respect, "noteworthy here . . . because it is so strong." The second aspect of the relationship is high expectation. M. Carey Thomas realized that this spurs the student to high achievement before psychologists advanced the theory. Her view was that the students wanted not the easiest but the best.

## Wilson, Progressives, Recommended Gov't. Aid For Freedom, Individualism

As part of the Parents' Day program, Mr. Dudden spoke on "Woodrow Wilson and the Progressive Era." The Progressive movement grew out of the feeling of the people that the "new America was somehow short-changing the old ideals of American democracy." Farmers' problems, monopolies and trusts, slums, wages and hours disputes and government corruption caused this feeling.

The old idea of liberalism meant "hands off of private property," and in the Jeffersonian sense was equated with the idea of the least possible government. Progressives felt that this was no good for the 20th century. One must make use of the democratic machinery to achieve freedom and individualism. The question was, how far can this go before socialism begins?

### Writers and Movements

Early Progressives were mainly writers, who investigated and described corruption in industry and government. Also important were the Granger movement, Knights of Labor, and Populist Party. The movement, which began on a local level, "percolated upward" to the national level and was bi-partisan.

While Teddy Roosevelt, the progressive, was engaged in trust-busting activities around 1905, Woodrow Wilson, the liberal, was still in the midst of his academic

career. Of his stay at Bryn Mawr, he said that teaching women "relaxes one's mental muscle." In 1910 Wilson became governor of New Jersey, the most corrupt state in the Union at that time, and cleaned up the government. This immediately made him a leading contender for the presidency.

### Moved "The Minds of Men"

In 1912 Taft was up for re-election on the Republican ticket; Roosevelt, advocating a "new nationalism," was backed by a progressive splinter of the Republicans; the Socialists nominated Eugene Debs; and the Democrats put up Wilson on a "new freedom" platform. Wilson, who had an "astounding power to move the minds of men," won the election.

This first administration was devoted to internal improvements. The tariff was lowered, and the Federal Reserve system and Clayton Anti-Trust Act were instituted.

By 1916, Wilson was running on a slogan of "He kept us out of war," and the issue was neutrality, not progressivism. The imminence of our entrance into the war ended the Progressive movement for the time being. However, the era left behind the idea of the strong executive and the paternalistic program of a welfare state. The new freedom for the individual had become strangely like Roosevelt's new nationalism.

## Joseph C. Sloane Discusses Manet, Pivotal Figure In Modern Painting

The sample Parents' Day lecture in History of Art given by Dr. Sloane, concerned Manet, "one of the most pivotal figures in modern art". Before embarking upon the theme of the lecture, "Manet and His Critics", Dr. Sloane offered some background information.

The middle part of the 19th century had seen painting dominated by the two schools of Ingres and Delacroix. Both these artists were what could be called "history painters". They took their subjects from the Bible, antiquity, mythology, employing no modern ones.

However, as art came more and more into the possession of a middle class not well versed in artistic values, these "antiquity painters" were soon found to be out of touch with the times. The problem thus created was how to adjust art to the rapidly changing demands of society.

In a way, the first solution was provided by the realist, Courbet, who eventually made the gallery goers realize that what was important was not what the picture was about, but how it was handled.

In this realm excelled Manet, who inherited the avant-garde leadership from Courbet. Manet favored realism, but not dramatic pictures. For him, a painting was not an interpretation of human action, but simply "art for art's sake".

If Manet painted a dead bull fighter, he did not wish people to wonder what had happened. For Manet there was no story. This was simply a man in bullfighter's clothes, lying prostrate upon the ground. The important point in Manet's art was what it was, "in and out of itself, and not what it told about people".

An incident caused by Manet's "art for art's sake" was the banning of his painting of the execution by Mexican troops of the French - installed puppet-emperor, Maximilian. Manet, as always, not caring for the story behind a picture, had used soldiers wearing French uniforms as models, thus depicting French soldiers executing Maximilian. The French government, feeling itself largely responsible for Maximilian's death, felt that Manet deliberately showed a French firing squad and not a Mexican one, thus implying that the French had caused the emperor's death.

Manet considered a work of art as a "thing to be viewed for what is in it and not outside of it". He was a "modern" because he was "one of the first to throw subject matter overboard". Like many of those who are the first to point the way in a new direction, he suffered greatly; in his case, at the hands of the critics and the public.

### Waves Of Water, Sound And Light Topic Of R. C. Hoyt's Demonstration

Demonstrations showing that water, sound and light acted in waves were the focus of Miss Rosalie C. Hoyt's lecture on Ripples, Waves, and Light.

Using some equipment including a T.V. set borrowed for the occasion, she explained the general principle of interference of waves or ripples (little waves) and kept her promise "not to write any mathematical formulae on the blackboard."

Ripples started by a paddle in a dish of water appeared as straight lines on the TV screen. When the ripples hit a brass plate with one notch, the pattern became a series of arcs like the ripples after a stone has been thrown into water.

A plate with two notches gave a pattern which looked like interrupted length-wise halves of figure eights. Each notch was causing a series of arcs and the interruptions were flat places which resulted when a wave from one notch met a trough from another. This is called interference.

In other places, two waves formed an extra-high wave and two troughs formed a doubly deep trough. This is called reinforcement. Because sound and light also exhibit reinforcement and interference they are thought to move in waves.

A high-pitched sound was beamed toward a plate with two rec-

tangular holes in it. An "applause" meter registered several changes from maximum to minimum volume as the microphone was moved in an arc toward one end of the plate.

The minima were at places where the waves from each hole interfered with each other. When the holes were closer together or when the pitch was lower there were fewer fluctuations. During a sound wave the air is alternately stretched and compressed.

Two thin parallel lines down the middle of a photograph negative formed slits which admitted waves from a red light. When this was held to the eye the light seemed to be a series of parallel streaks. White light treated similarly gave a white spot on the screen and a spectrum on either side.

This happens because each component of the light travels at a different speed and the waves for each color land at a slightly different part of the screen.

### Elizabethan Stage, Audience, Actors, And Poets Treated By Arthur Sprague In "Playgoing In Shakespeare's Time"

Those parents and students attending Mr. Arthur Colby Sprague's lecture, *Playgoing in Shakespeare's Time*, learned about the Elizabethan stage, the audience, the actors and the poets.

Playgoers in Shakespeare's time were primarily plain London citizens who expected the drama to tell their own history. Contrary to traditional opinion, Mr. Sprague feels that the taste of these audiences should not be blamed for the things we do not like in Shakespeare. It should be remembered that Puritans and professional satirists, who did much to create a derogatory opinion about the 16th century audience, also said the same thing about the plays. The plays, however, remain to uphold their worth. The audience does not.

There is also evidence that honest women did make up part of the audience. In fact, there was quite a bit of feminine freedom at that time in England.

Quoting from Thomas Platter,

Mr. Sprague remarked, "England is a woman's paradise, a servant's prison, and a horse's hell or purgatory."

Most of the acting took place on the "apron" part of the stage so that the action remained as close to the audience as possible. The action in these plays moved so smoothly and rapidly that the observer forgot about the obvious lack of scenery. The absence of scenery gave the poet the chance to create atmosphere through the lines themselves.

The Elizabethan stage was far from crude. There were gorgeous

costumes and talented actors who speak beautiful blank verse.

As little as is known about the Elizabethan stage, even less is known of the actor. "That we know practically nothing about these men, is indeed a poignant fact." However, Mr. Sprague concluded in speculating that for such great plays, there must have been great actors.

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## Four Fulbright Fellowship Winners Anticipate Graduate Study Abroad

Three seniors in Rhoads Hall and one in Pembroke East have been given Fulbright fellowships for advanced study abroad next year.

Catherine Rodgers, an English major from Scarsdale, N. Y., will study English literature at St. Hilda's College, Oxford. She hopes to concentrate on seventeenth century literature there, and then return to the United States to do further graduate work.

Ann Knudsen and Nancy Degenhardt will both be enrolled in the American School of Classical Studies

in Athens. During their year's study in archaeology, they will tour most of Greece visiting various sites. Nancy, a Greek major from Montclair, N. J., hopes to use that year to decide in which of her two fields, Greek and archaeology, she will do further work when she returns to the United States. Ann, who comes from Boston, is majoring in archaeology at Bryn Mawr.

Martha Walton, better known as "Dutch," plans to use her Fulbright for study in mathematics at the University of Nancy in France. Dutch plans to leave for Europe in June and spend the summer in travel.

Here at Bryn Mawr she has distinguished herself by being co-holder of both the Charles S. Hinchman Memorial Scholarship, for outstanding work in the major field, and the Marla L. Eastman Brooke Hall Memorial Scholarship for the highest average in the junior class. Dutch's future plans include a possible M.A. from Radcliffe.

## J. Catlin Awarded Wilson Fellowship

Judy Catlin, Radnor senior, will spend next year at Radcliffe on a Woodrow Wilson Fellowship. She will live in Cambridge and attend the Harvard Russian Institute.

A graduate of Friends' School in Washington, Judy attended Sweet Briar for a year, and then worked for the government for another year, before entering Bryn Mawr as a sophomore. Last summer she studied at the Georgetown Foreign Service School. A Russian major, she will spend this summer at an as yet unidentified job, and in traveling to Boston to get acclimated.

Judy is not yet sure of exactly what curriculum she will pursue at Radcliffe. Fellowships are given with the stipulation that the winners will seriously consider entering the teaching field while at graduate school. Besides teaching, Judy is interested in the fields of government service and writing, and sees the Russian major as one offering quite a few opportunities.

## Research At BMC Is Panel Subject

Continued from Page 3

are more up to date and extensive than would be available in a small, wholly undergraduate institution.

Mr. Berry's personal experiments are in the field of biology, examining the changes animals, in this case white rats, undergo when they are exposed to the effects of altitude for varying lengths of time. In the more advanced of the two courses he teaches, the physiology of micro-organisms, his students are now doing research completely on their own for the first time.

The fundamental human attitudes towards history and how they change, particularly with respect to Greek history, is one of the fields that interests Miss Lang both in teaching and in her own research; she is also busy with archaeological work in Greece and Turkey. From her archaeological work and the greater knowledge it gives her of Greece two thousand years ago, Miss Lang can convey something more of Greece than is given in the textbooks.

The question, "what is good teaching?" was then brought up by Mrs. Manning for general discussion among the panel and the parents. The first general statement given is that good teaching arouses enthusiasm for the subject, which must be combined with clarity of thought which is imbedded in intellectual discipline. In answer to Miss Lang's question, "Are students good judges of teachers?" it was the consensus of the people on the panel that they are not.

Mrs. Manning added that the student was distressed to get two or three points of view and have to choose himself. Part of the job of teaching is to make students realize, exams notwithstanding, that there is no clear cut "yes" or "no" answer to every question. One of the teacher's jobs is to make the difficulties in the subject evident.

## Friends Of Library Sponsor Penrose On Portuguese Renaissance Writers

especially contributed by Charlotte Busse, '55

Boies Penrose, author of *Travel and Discovery in the Renaissance*, spoke on "Three Portuguese Adventurers of the Renaissance" at the Deanery on Thursday afternoon, April 14. The talk was sponsored by the Friends of the Library.

Mr. Penrose, after pointing to Portugal's early lead during the Renaissance in the development of a colonial empire, full-rigged ships and the best in travel literature, sketched in the lives of three dashing Renaissance writers: Joao de Castro, Fernao Mendes Pinto and Luis de Camoena.

De Castro was a statesman and knight of the Renaissance whose escapades not only took him through numerous wars in India, but included a daring voyage up the Red Sea into the inner sanctum of Moslem territory and a trip up Mount Sinai.

The second Portuguese, Fernao Mendes Pinto, is known as a famous adventurer and an unmitigated prevaricator. His autobiography combined in all imaginative sincerity everything he heard, read and saw during a career which began with travels in Abyssinnia, included capture, sale and several escapes from Turkish slavery, and ended with settled life in Portugal where he told his tales to a fascinated audience that included King Philip of Spain.

In his varied career he was responsible for the opening of Indo-China to European trade, was shipwrecked after looting Chinese tombs, sent to work on the China Wall after arrest on a vagrancy charge, served for a time as a Jesuit novice, and is even said to have introduced the musket to Japan.

Camoena, the most important literary figure of the three, was exiled after a court romance, lost his right eye in military service in Africa, returned to Lisbon only to

stab an opponent in a brawl and be transported to India after a prison term. Camoens finally published the *Lusiads*, after the manuscript had survived shipwreck and his impecunious wanderings, and immediately he emerged from the obscurity of an unknown traveler to become a literary hero. Mr. Penrose termed the *Lusiads*, which celebrates the empire of Portugal, the supreme Renaissance epic, placing it above the works of Tasso, Ariosto, Sidney, Spenser and Milton because of its variety and grandeur.

## Reviewer Praises Creative Program

Continued from Page 1

symbolism of a scarf. The value of the scarf seemed at its highest when it was being fought over, but quickly lost its "allure" when it was received as a present.

"Theme and Variations," described as "a dance based on a main theme with individual variations and accompanying reactions", with its percussive accompaniment and robot-like dancers, proved to be subtly and not so subtly comic. Alice Lattimore's variation was a highlight.

"Shattered Mirror" employed the mirror theme in which two separate dancers perform the same movements but with opposite arms or legs. When the "mirror" was "shattered", the two figures turned to their own independent movements, but still conserved a corresponding "oppositeness", in that they were always directly across from each other.

In "Excavation of Troy", Elizabeth Klupt gave us her interpretation of the Archibald MacLeish poem. Although her voice sounded a bit unnatural at first, it evened itself out later in the piece, which was an original and well executed work.

"Scenes from Childhood" captured the mood it sought to catch, largely because of the enthusiasm with which it was danced. It proved to be one of the most successful numbers on the program.

The members of the Dance Club who participated in the concert were: Connie Brown, Dina Bikerman, Christine Cunill, Millicent Dudden, Wendy Kaplan, Elizabeth Klupt, Alice Lattimore, Leora Lunders, Anne Maziek, Violet Shaw, Mary Vorys, Lois Glantz, and Sara White. Gail Ames and Harriet Barsky were accompanists.

## 4 Panelists Review Curricular Problems

Continued from Page 3

ies program." She said that this is actually the type of course Bryn Mawr offers, by giving majors in a field, rather than in one subject.

As a professor of a required course, Warner B. Berthoff said that he was forced to speak in defense of freshman English. It is by no means a remedial course; all college students need to know how to read, and to express ideas coherently. If certain students were exempt from freshman English, as has been proposed, the standard of the course would fall.

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# Athletic Awards, Reports Presented At Applebee Barn On Awards Nite

By Joan Parker, '57

On Wednesday, April 13, the athletic awards and reports were presented in Applebee Barn. According to Misa Clayton, this was one of the nicest Awards Nights yet held. Credit goes to both Gail Gilbert and the old A.A. board, and to Betsy Dugdale and her new group, which cooperated in organizing the event.

First on the program were the reports of all the variety sports, as well as Outing Club and Synchronized Swimming. Then the hall and class cups were presented, followed by the individual awards.

### Owls

- Carol Hopkins, '55
- Dina Bikerman, '56
- Ann Harris, '56
- Peggy King, '56
- Joan McElroy, '56
- Betsy Mendell, '56
- Helen Rhinelander, '56
- Miggy Schwab, '56
- Diana Scott Oppenlander, '56
- Joan Cholerton, '57
- June Costin, '57
- Joyce Cushmore, '57
- Gail Disney, '57
- Janet Hetzel, '57
- Stefanie Hetzel, '57
- Patty Ferguson, '57
- Gwenyth Johnson, '57
- Bitay McElroy, '57
- Marjorie Milbank, '57
- Diana Russell, '57
- Elizabeth Thomas, '57
- Jane White, '57
- Donna Cochrane, '58
- Mary Neely, '58

### Pins

- Wendy Ewer, '55
- Bobby Jones, '55
- Moppet Kirkland, '55
- Ann Læbo Dyke, '55
- Maddie de Ropp, '55
- Sarah Stiffer, '56
- Janet Hetzel, '57
- Joan Parker, '57

### Blazers

- Deirdre Hanna, '55
- Sally Kennedy, '55

### Special Pins

- (instead of blazers)
- Barbie Bornemann, '55
- Gail Gilbert, '55

### Cups and Plaques

1. Inter-hall Hockey: Pem East-Non-Res
2. Inter-hall Basketball: Denbigh
3. Inter-class Swimming: 1958
4. Swimming Cup: Ruth Youngdahl, '57
5. Swimming Cup: Mimi Machado, '57

Of special interest is the fact that Sports Illustrated covered in color the lacrosse play day here at Bryn Mawr on Tuesday, April 19. We played hostess to seven other nearby schools.

## BMC & Princeton Perform in Concert

Continued from Page 1

The choruses' execution of the Hindemith selections was very impressive. The voices seemed particularly well integrated, combining effectively without losing their separate interest. Entrances had a "right feeling," to this reviewer at least, and the choruses seemed to enjoy singing the work, a circumstance which always adds to the quality of a performance. In view of the poem's value in its own right, it was unfortunate that the words did not come across more clearly.

The Hindemith work will be presented at Princeton Chapel in its entirety, with orchestra, Bryn Mawr and Princeton choruses, and two soloists from the Metropolitan Opera Company, on May 1.

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## CHAPEL SPEAKER

The speaker in chapel Sunday, April 24, is guaranteed to have a sense of humor. Dr. Morton S. Enslin is a Baptist minister who well understands the temper of college life. To quote his hearty letter: "During the past years I have done the ordinary jobs of a professor: taught too many classes, written far too many articles (and a few books), given too many lectures, and been an officer in too many so-called 'learned societies.' Following in the vein of last week's topic, his sermon is entitled "Divine Dissatisfaction."

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